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ABSTRACT

This guide is designed to serve as the basis for a pedestrian safety education program for pupils in kindergarten through grade two. The basic printed materials for use in the program are provided in three volumes, each of which is intended for a different audience. Volume I, directed to school administrators and teachers, contains information for use in solving pedestrian safety problems that commonly occur at or near schools. Volume II, a parents' guide, is designed to increase parents' awareness of the need for pedestrian safety education and to provide them information about the related instruction being offered to their children at school. The volume is divided into 17 short lessons that cover instruction on topics such as using crosswalks in a safe manner; looking and listening for approaching traffic before crossing streets, driveways, alleys, and the like; obeying traffic signs and signals; and walking safely along sidewalks and roadways. Volume III, teachers' and administrators' guide, includes outlines of 17 lessons that deal with those behaviors most commonly linked to pedestrian accidents involving young children. Each lesson focuses on one or more basic concepts or behaviors, beginning with the most basic and progressing to the most complex. For each lesson, the following information is provided in tabular form: lesson emphasis, time needed to conduct each lesson, materials and equipment, expected child outcomes and activities for teachers, parents, and children. (Author/MP)

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California Guide for Pedestrian Safety Education

Volume I

Teacher's and Administrator's Guide

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A partial list of other publications that are available from the Department appears on page 22. A complete list of Department publications can be obtained by writing to the address given above.

Preface

The three volumes of *California Guide for Pedestrian Safety Education* are designed to serve as the basis for an effective program of pedestrian safety education for pupils in kindergarten and grades one and two. Through study and use of the appropriate materials, school administrators, teachers, and parents—all working together—can greatly reduce the chances of their pupils' and their sons' and daughters' being involved in a pedestrian-vehicle accident.

Detailed lesson plans for conduct by teachers and parents are key elements of the overall pedestrian safety education program, and special emphasis has been placed on the parent's role as both a model and teacher for her or his child. All learning activities, those provided at school and those to be conducted at home, require the active participation of the child.

If, through participation in the pedestrian safety education program, even one child is spared the agony of injury in a pedestrian-vehicle accident, then the time and efforts of the many people who helped develop the program will have been worth every minute expended, every ounce of energy put forth, and every dollar spent.

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JAN 16 1981

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A Message to Teachers and Administrators

In the United States the No. 1 cause of death and injury among people from birth through twenty-four years of age is traffic accidents. Each year more people die as the result of traffic accidents than from any other cause; and every year thousands of youngsters are killed, maimed, or physically or mentally impaired in some type of traffic accident.

Unfortunately, too few people consider traffic safety a serious problem. But it most certainly is a serious problem, for the odds are high that at least one member of the family of a child in each classroom in your school will be involved in a serious traffic accident this year. Annually, the number of traffic fatalities in this country is twice the number of homicide victims; yet, the amount of money spent to provide traffic safety education is considerably less than that expended for activities related to criminal fatalities.

Many of the traffic accidents described above involve pedestrians' being struck by cars or other vehicles. In fact, each year 130,000 pedestrians, many of them children, are injured or killed in such accidents. Traffic safety education in the early school years can be an important factor in helping to reduce these tragic statistics.

Overview of the Pedestrian Safety Education Program

The California Pedestrian Safety Education Program is designed to make children in kindergarten through grade two aware of the many traffic hazards that they must face as pedestrians and to teach them to function in the safest manner possible in that role.

The basic printed materials for use in the program are provided in three volumes, each of which is intended for a different audience:

- Volume I is directed to school administrators and teachers. It contains information for use in solving pedestrian safety problems that commonly occur at or near schools.
- Volume II is a guide for parents. It is designed to make parents more aware of the need for pedestrian safety education and to provide to them information about the related instruction being offered to their children at school. The contents of Volume II are structured to allow teachers to duplicate each item for children to take home to their parent or guardian after completion of the corresponding instruction at school.
- Volume III is directed to teachers. It includes a series of 17 lessons that deal with those behaviors most commonly linked to pedestrian accidents involving young children. Each lesson focuses on one or more basic concepts or behaviors, beginning with the most basic and progressing to the most complex. Also included are (1) the suggested amount of time needed to conduct each lesson; (2) a list of equipment or materials needed for each lesson; (3) a statement of the emphasis of the lesson; (4) a statement of the expected outcome for pupils; and (5) lists of activities for the teacher, the pupils, and the parent. Each lesson is structured so that pupils' learning from the previous lesson is reinforced. The learning activities may be used to supplement the existing curriculum and are to be conducted at various locations, including the classroom, the sidewalk adjacent to the school, and the school playground. Between five and six hours are required to conduct all the lessons. The instruction can be spread over the entire school year.

Finally, users of this program should be aware that it is *not* intended to serve as a complete pedestrian safety program; rather, it is intended to stimulate school personnel to develop even more extensive programs in accordance with their particular situations.

Expected Pupil Outcomes

As a result of participating in the pedestrian safety education program, each pupil will do the following, or be able to do the following:

- Identify the various types of street edges.
- Stop at the edge of the street before starting to cross.
- Recognize which vehicles are approaching, passing, turning, and leaving.
- Listen and look in all directions from which vehicles might be approaching to determine whether it is safe to cross the street, driveway, alley, and so forth.
- Recognize that the best time to cross the street is when no vehicles are moving on the street.
- Avoid crossing the street in front of moving vehicles.
- Cross the street at the corner only.
- Use a marked crosswalk when one is available.
- Avoid stepping into the street and causing vehicles to stop.
- On a street with several traffic lanes, cross each lane carefully.
- Walk, not run, across the street.
- At an intersection with a traffic signal, cross the street only on a new green light.
- Where a pedestrian signal is working, start to cross only when a new WALK signal is displayed, and complete the crossing by the time the signal changes to DONT WALK or stop on a safety island or in a safety zone when the signal changes to DONT WALK.
- Where a traffic signal is controlled by a pedestrian pushbutton, push the button to make the signal change to WALK.
- When the view of the street is obstructed by a parked vehicle, walk to the corner of the parked vehicle, and check for approaching traffic while standing in an area protected by the parked vehicle.
- Before crossing the street, make certain that approaching drivers see him or her and that they come to a complete stop or pass by.
- While en route to school and from school, follow the safest route as agreed on with his or her parent or guardian.

Responsibilities in the Pedestrian Safety Education Program

The support and cooperation of many people and organizations are needed to make the Pedestrian Safety Education Program a success: school-level administrators, teachers, classroom aides, parents, city and county traffic engineers or officials, the Parent-Teacher Association, the local safety council, the local law enforcement agency, and many others.

School-level administrators are especially important to the success of the program. They must actively encourage and support activities in both the school and the community.

It is strongly recommended that each school district establish a safety advisory committee or at least assign a competent and interested staff member to coordinate responsibilities for pupil safety in the district. (Districts are encouraged to do both if possible.) A safety advisory committee can be especially helpful in coordinating and processing requests for additional traffic safety controls, programs, and activities. It can also serve to coordinate activities involving the community and other public agencies.

If an advisory committee is established, its members should include local government and school district authorities who have the responsibility and the authority to initiate and maintain programs and projects. Other members should include teachers, representatives of the office of the county superintendent of schools, the local safety council, city and county traffic engineers, representatives of the police department, and members of the PTA.

Staff and Advisory Committee Responsibilities

The duties of the safety advisory committee or the responsible staff member should be to guide and coordinate all activities related to the school traffic safety program, including:

- Establishing traffic safety policies and procedures
- Reviewing and approving the various phases of the pedestrian safety education program
- Reviewing and processing requests and complaints pertaining to traffic safety and pedestrian safety
- Recommending priorities for proposed improvement projects
- Promoting good public relations
- Immediately notifying responsible agencies about school-related traffic safety problems
- Working with the office of the county superintendent of schools to establish uniform practices for school-pedestrian safety throughout the county

Responsibilities of the Principal or His or Her Designee

The school principal or his or her designee is responsible for doing the following:

- Developing with local officials a "Suggested Route to School" map showing within the attendance boundary of the school (1) all streets, traffic control devices, and so on; and (2) suggested routes to the school from various areas
- Discussing with pupils the purpose of the "Suggested Route to School" map and plan
- Making periodic reviews to ensure that pupils are following the suggested routes
- Making recommendations to the responsible agency or agencies for modification of parking patterns at the school and in the community, changes in the procedures used for loading and unloading buses and other vehicles that transport pupils, addition or modification of traffic controls, and removal of obstructions that cause pupils to follow other than the safest possible route or that block pupils' views of traffic at intersections
- Reviewing annually the "Suggested Route to School" plan and making any necessary revisions or additions

Problems, complaints, questions, and suggestions pertaining to pedestrian safety should be directed to the school principal, who should review each item and where appropriate refer items for action to the safety advisory committee or to the responsible individual designated by the district. If a public agency must be involved in the solution of a problem and if financial assistance is required from the school or district, the public agency should be contacted only by the school district administration. Individuals can create awareness of a problem, but a "team effort" is needed to solve the problem.

Responsibilities of Governmental Traffic Agencies

Responsible governmental traffic authorities should periodically examine and analyze all routes desig-

nated as being the safest for children to use to travel to and from school and where appropriate recommend new or revised control measures. Inherent in the analytical process are the following two assumptions based on experience:

1. The maximum delay to pupils at an uncontrolled crossing should be no greater than the pupils would experience if a traffic control device (a traffic signal or STOP sign, for example) were located at the crossing.
2. A safe crossing gap in approaching traffic should occur at an average rate of at least once every minute during the periods when pupils are normally travelling to school or from school.

Information developed from a field study will be used to determine whether a particular safety device is justified at a location. Such safety measures include the following:

- Warning signs and markings
- Flashing yellow beacons
- Pedestrian walkways along the roadway
- Pedestrian walkways separated from the roadway
- Parking controls and curb-use zones (curb markings limiting the types of vehicles that may stop at the curb, the purposes for which vehicles may stop, and the length of time they may stop)
- Variable speed limits
- School safety patrol members
- Adult crossing guards
- STOP signs
- Traffic and pedestrian signals
- Pedestrian overcrossings or undercrossings
- Bus transportation

Law enforcement agencies and other organizations and agencies that provide traffic safety services can be valuable resources for the pedestrian safety education program. It is strongly recommended, for example, that personnel from the local police department, county sheriff's office, and local California Highway Patrol office be invited to take part in as many phases of the program as possible. Generally, personnel from these organizations are quite willing to participate in the planning and conduct of programs for both students and adults.

Requests for Safety Measures and Devices

Many types of safety measures and control devices can be used to help ensure that children have the safest possible environment in which to walk to and from school. Some can be obtained easily or are easy to implement; others require extensive study to justify their use. In some cases the necessary resources are available within the school, district, or school community. In other cases the assistance and resources of governmental and other agencies are required.

Requests by concerned citizens for safety measures and devices should be directed in writing to the school principal, who in turn should submit appropriate requests to the district safety advisory committee or to the individual designated by the district as being responsible for the district's traffic safety program. The committee or designated individual is responsible for channelling requests to the appropriate agency.

The measures and controls described below are those for which many districts commonly receive requests or that should already be in place or in use.

Suggested Route to School Program

Programs designed to identify for each child the safest route for walking to and from school have proved effective in many school districts. A detailed description of how to implement such a program can be found on page 42 of *California Guide for Pedestrian Safety Education,* Vol. III.

Signs, Signals, and Markings

The following should be present in or around schools:

- A NO PARKING sign and zone that prohibit parking directly in front of the school entrance (Such zones are usually 50 feet [15 metres] long.)
- A SCHOOL sign posted on each street that is adjacent to school property and, if the regular posted speed limit on the street is greater than 25 miles (40 kilometres) per hour, a sign limiting vehicles to 25 miles (40 kilometres) per hour when children are present
- Painted crosswalks (yellow or white) and advance road markings indicating the presence of such crosswalks at authorized intersections near school property (Crosswalks at locations other than intersections serve to increase hazards for pedestrians.)
- Traffic signals at busy intersections that meet the requirements for such installations

Traffic signals and signs are installed by traffic engineers only after careful study and investigation have proved that they are warranted in a particular location. Generally, pupils are expected to walk at least 600 feet (182.9 metres) to a controlled intersection if one is available. The national traffic engineering warrants (prerequisites) for new traffic signal installation are generally observed by traffic engineering departments.

Several governmental bodies may exist within the area served by a school district. In some cases the warrants for establishing traffic signals and signs in such areas may deviate somewhat from those recommended by national authorities. Some cities, counties, and communities have adopted "guidelines for traffic control devices near schools" as recommended by the League of California Cities. The warrants for installing traffic signals near schools are usually less strict than those for installing signals at other locations.

After receiving a request for installation of a traffic signal and conducting a preliminary study, the safety advisory committee or school safety representative should forward the written request to the concerned jurisdictions for study.

The following items must be considered in a study for installation of a new traffic signal:

- Integration of the proposed new signal into the progressive signal system—Generally, traffic signals are installed at least ¼ of a mile (0.4 kilometres) from other signals.
- The volume of vehicular traffic entering the intersection from all directions
- The average speed of vehicles passing through the intersection
- The volume of pedestrians using the intersection
- The potential for accidents at the intersection as evidenced by a history of reported accidents of a type that could be reduced by installation of a traffic signal

Even after a new traffic signal has been approved, installation is still dependent on the availability of materials and on local priorities and needs.

Traffic engineering experts emphasize that, contrary to common belief, traffic signals per se do not necessarily reduce delay or provide for greater safety. Unjustified traffic signals often cause drivers and pedestrians to violate laws intentionally, result in increased hazards for motorists and pedestrians, and result in unnecessary delays and diversion of traffic to less desirable alternate routes.

Parent Safety Aides

A program of parent safety aides can serve to reinforce pupils' classroom learning in the area of safety education. Such a program can be developed by the PTA or another school-related organization or committee working cooperatively with the school or district. Support and guidance can be obtained from a local safety organization or from a local service organization.

Adult Crossing Guards or School Safety Patrol

Some crossings qualify for adult crossing guards or members of the school safety patrol during the hours that children are required to cross the street on their way to school from home and vice versa. Adult crossing guards or school safety patrol members are usually assigned by the local law enforcement agency. It is recommended that adult crossing guards be assigned to intersections that (1) are not controlled by any other means; (2) have a vehicle traffic rate that exceeds 350 vehicles per hour through a crosswalk used by elementary school pupils; and (3) have at least 40 elementary school pupils crossing during the hours that children normally travel to school and from school.

Written Communications

In addition to providing for the safety measures and devices described above, schools are encouraged to send various types of communications about safety to parents. For example:

- A bulletin or directive asking parents to encourage children to use whenever possible intersections with traffic signals or adult crossing guards
- A bulletin to parents outlining the procedure for delivering children to school or picking them up from school, especially during inclement weather (Such a bulletin may help to reduce the number of parents who double park in front of the school or who park across the street from the school during bad weather. Such parking practices not only encourage children to cross the street between intersections but also obstruct the view of pedestrians looking for approaching vehicles.)
- A bulletin to parents (as well as classroom instruction for the students) about delivering children to school and picking children up from school on the school side of the street, even if the point of delivery or pickup is some distance away from the school

Temporary and Permanent Sidewalks

Many accidents involving pedestrians occur at locations other than street crossings. The potential for injury or death to a pedestrian is also great where conditions require people to walk in a roadway or along a roadway.

Where pedestrians must walk on the roadway, a shoulder at least 6 feet (1.8 metres) wide is desirable along both sides of the roadway so that they may walk facing oncoming traffic and on the same side of the road as oncoming traffic. If a separate walkway can be provided, such walkway is necessary on only one side of the road.

The school district and the PTA may have an agreement with the local government regarding the installation of new sidewalks. Information about sidewalk installation should be available from the district's safety advisory committee or from the district's traffic safety representative.

In some instances it is possible to have temporary sidewalks installed. Prior to submitting a request for such installation, the school administrator, a representative of the district's safety advisory committee or the district's traffic safety representative, and a representative of the PTA should determine the following: (1) the location for the proposed sidewalk; and (2) the conditions that make such a sidewalk necessary. It should be noted that most local governing bodies will approve the installation of temporary sidewalks on one side of the street only. The location of temporary sidewalks should be in keeping with the "Suggested Route to School" plan if such a plan has been implemented.

Permanent sidewalks are generally obtained through special assessment proceedings. Such proceedings require the following preliminary steps:

1. The school administrator, the safety advisory committee representative or district representative, and a representative of the PTA should first document the need for permanent sidewalks and the locations for them.
2. A committee should visit the traffic engineering office of the city or county to obtain petitions for assessment work. The petitions must be signed by property owners who will benefit from the improvements.
3. When the required signatures have been gathered, the petitions should be sent to the school district governing board, which should submit them for processing through the appropriate local agency or representative.

Background Information About Traffic Control Devices

When children wave good-bye at the doorstep and head off for school, they enter a new and different world—a world that adults may take for granted but one that requires considerable self-reliance and judgment on the part of each child.

To be sure, the school, the local police department, and the local traffic engineer working together will make every reasonable effort to determine the safest route to school for each child. Wherever appropriate, adult crossing guards, school safety patrol members, and traffic control devices will be provided to help make busy streets and intersections easier and safer to cross.

But these traffic control devices and safety measures alone are not sufficient to ensure children's safety. It is important for children to know what these devices and measures can do and what they cannot do. Parents can help by walking the route to and from school with their children during the early part of the school year, pointing out some of the traffic controls, and using them with their children.

Many traffic control devices are intended to provide information to the motorist rather than to the pedestrian. The children will receive instruction about these during bicycle safety education and later in driver training classes. For elementary pupils it will simplify things to concentrate on those controls that directly affect them as pedestrians.

Below are listed some of the safety devices and measures that the children should be familiar with:

- Sidewalks
- Crosswalks
- Traffic signs
- Traffic signals
- Pedestrian overpasses and underpasses

During this school year, and in the coming years, each of these will be discussed in detail with the children. The following descriptions and information are provided to help facilitate study and discussion of pedestrian safety as it relates to sidewalks, crosswalks, traffic signs and signals, and pedestrian overpasses and underpasses.

Sidewalks

Sidewalks are provided in most urban areas for the safety and convenience of the pedestrian. They reduce the possibility of pedestrians' being hit while walking along the road. They reduce the possibility of damage to lawns and landscaping by giving a well-defined path of travel for pedestrians. During wet and rainy weather, sidewalks are especially useful as paths of travel that are relatively free of mud and puddles. In many residential areas sidewalks also provide a place considerably safer than streets for children to play with skates, wagons, bicycles, tricycles, and other toys. Even so, the sidewalk is not entirely safe; every year a number of children are killed or injured because they overlooked certain basic "sidewalk safety" precautions.

Sidewalks can be particularly dangerous in the vicinity of alleys and driveways. A motorist's visibility is frequently reduced in these areas by the presence of walls, fences, buildings, and hedges and other shrubs. Vehicles that are backing and those that are turning into driveways and alleys or out of driveways and alleys pose potential hazards to pedestrians. Children on skates, in wagons, or on bicycles can move quite fast on the sidewalk and can move into a driver's path before the driver can see them, react, and stop his or her vehicle. Children must be taught to be especially careful when crossing alleys and driveways at "blind" locations; that is, they must be taught to *stop* and to check for oncoming vehicles at these spots. They must learn that if a vehicle is stopped in a driveway (or in an alley) and has its engine running, they should not proceed until they are sure that the driver has seen them and has signaled for them to cross. Even then they should keep away from the bumper of the vehicle and give themselves plenty of room to maneuver.

Some cities have ordinances governing the distances that buildings must be set back from sidewalks and the heights of fences, walls, and hedges. Violations of such ordinances can create hazardous situations and should be reported to the proper authorities. Parents should be urged to check their property for violations.

More and more, young children are playing with skateboards and "big wheel" tricycles, especially on the road, where their use is prohibited. Coasting down driveways and into streets on these toys is also becoming a rather common practice. Children should be taught never to play in the street.

One of the most common types of accidents involving children involves youngsters' darting out into the street between intersections. Often, these types of accidents occur when children run out from between parked cars, which can obstruct the view of both

pedestrians and motorists. Games of tag or "keep-away" can easily lead to childrens' running unexpectedly into the roadway. This problem should be dealt with in a strong program of learning activities designed to influence the pedestrian behaviors of children.

Children should be made aware that sidewalks are used by many people and many types of people, including the old or disabled. They should be taught to be considerate of everyone who uses the sidewalk.

Rural areas and unincorporated areas may not have sidewalks. Furthermore, on rural roads the speed and volume of traffic may be quite high. When one walks along such streets, it is important to walk on the side of oncoming traffic and on the shoulder. Those who must walk during periods of darkness, in the evening or early morning, should make sure that they can be seen easily. Wearing white or light color clothing is strongly recommended for those who must walk during darkness. A variety of reflectorized materials is available for use on clothing and other objects. Some are washable and can be sewn on clothing. Reflectorized adhesive tape can be placed on lunch pails or book bags. Flashlights may be useful, but children should be cautioned never to flash them into the eyes of motorists or wave them in a manner that could confuse approaching drivers. Accidents, perhaps involving the child, could result. Small battery-powered arm flashlights, like those used by bicyclists, are also helpful. However, if possible, children should be prevented from walking at night and during other periods of limited visibility.

Hitchhiking has become increasingly popular in recent years, especially among teenagers, who may serve as role models for younger children. Regulations on hitchhiking vary from jurisdiction to jurisdiction, but whatever local regulations may be, the dangers of hitchhiking should be emphasized: accidents, crime, and so on. Police records are full of descriptions of innocent hitchhiking trips that have ended in tragedy.

Walking or hitchhiking on freeways at any time is *forbidden*. Children need to understand this.

Crosswalks

Crosswalks vary in size and shape. Most school crosswalks consist of painted yellow lines from one side of the street to the other. In some cases adult crossing guards may be provided to assist the children in crossing the street. Nonschool crosswalks may be marked with two white lines or with supplementary perpendicular or diagonal stripes. "Zebra-striped" crosswalks consist of a series of large bars of white or yellow paint. However, the most common type of crosswalk is the unmarked crosswalk.

An unmarked crosswalk is a location at an intersection where pedestrians may legally cross the street; it is not marked by white or yellow stripes. Wherever a sidewalk is interrupted by an intersection, that portion of the pavement where the sidewalk would extend across the street is considered a pedestrian crosswalk *even though it is not marked as such.*

Unmarked crosswalks are legal pedestrian crossings. It is important for children to be familiar with both unmarked crosswalks and the various types of marked crosswalks.

Normally, marked crosswalks are used to define school crossings, crossing areas between intersections, and other pedestrian crossings at unusual locations or at intersections with special designs or crossing problems.

Children should be taught that a pedestrian should *never* suddenly leave a curb or other safe place and walk or run into the path of a vehicle that is close enough to be a danger. They should also be taught that marked crosswalks are no guarantee of safety under any circumstances. Children are prone to run into intersections and across them. They should be reminded that when they do this, they are probably running into trouble rather than out of trouble. Motorists can see a pedestrian who is walking and react to him or her more readily than they can see and react to a pedestrian who is running. Also, a walking pedestrian can react and stop quicker than one who is running.

Again, a marked crosswalk does not ensure safe passage across the street. A five-year study in one large California city showed that more pedestrians (twice as many) were hit and killed in marked crosswalks than in unmarked crosswalks. A study in another California city showed that even after crosswalks were painted at a particular intersection, an alarmingly high percentage (approximately 40 percent) of motorists failed to stop or were unable to stop for pedestrians in the crosswalk. The point to be made is that pedestrians have to be especially alert and defensive when crossing the street. They should not *expect* motorists to stop. Drivers cannot see pedestrians as well as pedestrians can see drivers. Neither can motorists see crosswalks as well as pedestrians can. Vehicles require more time and space to come to a safe stop. Stepping in front of a moving vehicle may not only jeopardize the pedestrian but could also cause injury or death to the motorist. Pedestrians should not leave the curb when traffic is close enough to pose an immediate hazard. Pedestrians should always wait for a safe gap in traffic before attempting to cross the street, and above all they should be just as cautious while crossing in marked crosswalks as they should be when crossing in unmarked crosswalks.

Traffic Signs

As was mentioned earlier, most traffic signs are designed and installed primarily for the benefit of motorists. For this reason, they are not placed where the pedestrian can most easily see them. However, there are four signs that every child should be familiar with (see Fig. 1):

1. PEDESTRIANS/PROHIBITED—This sign is installed at all freeway on ramps to advise pedestrians not to enter a freeway. It may also be seen at other highways that are used by a large number of vehicles, causeways, bridges, viaducts, and other locations where the presence of pedestrians could be extremely hazardous.
2. PEDESTRIANS/BICYCLES/MOTOR-DRIVEN/CYCLES/PROHIBITED—This sign is also posted at freeway on ramps.
3. $500 FINE/FOR/LITTERING—This sign applies to both motorists and pedestrians. It should be emphasized that litter is not only unsightly but also potentially dangerous.
4. NO PED CROSSING/USE CROSSWALK—This sign is usually posted at dangerous intersections and other locations identified as hazardous to pedestrians. Frequently, it is used where turning vehicles endanger pedestrians. The sign may be installed on a post in a center island, installed on a barrier fence, or suspended on a chain across the curb where crossing is prohibited. A variation of this sign may indicate USE PED BRIDGE or USE PED TUNNEL. Sometimes, this sign is used in conjunction with a traffic signal. In such cases, it usually indicates that the pedestrian should use a certain route to cross the intersection and that a pedestrian signal is available *only* at that side of the intersection. It is very important that children obey this sign since it usually identifies a location with a history of pedestrian accidents or other demonstrated pedestrian hazards.

Traffic Signals

With the increasing number of motor vehicles on the street, cities and counties throughout California are installing more and more traffic signals to control traffic in a safe and orderly fashion. Today, traffic signals are much more complex than the simple signal light hanging from a wire in the middle of the intersection. Many jurisdictions now have complex networks of traffic signals that monitor traffic flow by means of remote sensors. Information is fed into central computer systems, where it is used to determine the optimum timing required for each signal in the network to keep traffic moving smoothly and with a minimum of delay.

Motorists do not want to wait. Traffic delays—engines idling uselessly at intersections—result in increased pollution and waste of scarce and expensive fuel. Traffic engineers must cope with heavier traffic volumes, complicated patterns of turning movements, and the need to coordinate traffic flow by means of interconnecting traffic signals at adjacent intersections. As a result, traffic signals are becoming more complex and more expensive. That is one of the reasons that traffic signals cannot be installed everywhere that people might like to see them.

Traffic signals are not necessarily the solution to every problem. Traffic signals are usually installed in accordance with engineering warrants. These are guidelines that have been developed over the years on the basis of traffic surveys, experience, and engineers' judgments. Unjustified traffic signals may increase not only vehicle congestion but also the number and severity of accidents. That is why traffic engineers are very careful about installing signals.

For traffic signals to be most effective, children must understand a little bit about how they work and what they can do and cannot do. Despite their complexity, traffic signals can be grouped into two basic categories:

1. Fixed-time signals
2. Traffic-actuated signals

Fixed-time signals are perhaps the most common type of traffic signal. They are operated by a timing device similar to an electric clock. This timer usually operates on a 60-second cycle consisting of three phases:

Phase 1: Green light, or "go" phase (approximately 27 seconds)

Phase 2: Yellow light, or "caution" phase (approximately three seconds)

Phase 3: Red light, or "stop" phase (approximately 30 seconds)

Fixed-time signals operate continuously (24 hours a day) on this cycle regardless of whether or not traffic is present. This is why motorists may sometimes arrive at a traffic signal just after it has turned red, look both ways and see no traffic, and still have to wait 30 seconds for the light to turn green again.

To minimize this waiting problem, traffic engineers developed traffic-actuated signals. With this type of signal, no fixed cycle of changing lights is involved. Instead, detectors placed in the roadway "dictate" signal changes on the basis of traffic at the particular location. Over the years a variety of detector devices

has been utilized. Some exotic detectors utilize the principles of sonar and radar. In the past most detectors consisted of a pressure plate installed in the roadway and activated by the weight of the vehicle. Today, the most common types of detectors are the inductance loop and the magnetometer. Either of these devices may be installed in the pavement to create a magnetic field. When a vehicle moves into the magnetic field, the pattern of the magnetic field is changed. The change is detected by the traffic signal control, and the signal lights are activated.

In one common variation of the traffic-actuated signal, the traffic on the major street normally has the green light. If a vehicle appears on the side street (minor street), its presence is detected by the traffic detectors. The signal on the major street then changes from green to yellow (approximately three seconds) to red. At this moment the signal facing the side street changes from red to green. It remains green for about 20 seconds to permit the side street traffic to move. Then it changes to yellow (three seconds) and back to red. (At some intersections a momentary delay before the new green light comes on creates a situation in which a red light is shown in all directions.) With this kind of signal, traffic on the major street normally does not have to stop unless there is traffic on the side street. For certain traffic conditions this type of signal is more efficient than any other type. With a little imagination one can also appreciate how the traffic engineer may use various detector patterns and sophisticated traffic controls to provide for protected left turns, multiple traffic movements, and other complex traffic-handling tasks.

How is the pedestrian affected by such systems? In many places the pedestrian uses the same green, yellow, and red signals as the motorist. However, this is not always the most satisfactory situation, especially if the following conditions exist:

- Heavy pedestrian traffic
- Wide streets
- Fast-moving traffic

Heavy pedestrian traffic, such as that often present in the downtown parts of a community, may cause serious traffic jams by blocking vehicles trying to make turns. Similarly, if the roadway is wide or if the approaching traffic tends to travel at a high rate of speed, the pedestrian may not have sufficient warning or time to finish crossing the street without the risk of an accident. This is the reason that both very young and very old pedestrians are advised to "Always cross on the 'fresh' green!" This means that if they reach a signal-controlled intersection with a green light, they should *wait* until the signal has gone through its cycle and a new, or fresh, green light appears. This will ensure for them the maximum amount of time to cross the street before the light changes to red.

Some years ago traffic engineers recognized that the pedestrian needed a warning and clearance interval similar to that provided to the motorist by the yellow caution light. (The yellow light warns the motorist to avoid entering the intersection or, *if* already in the intersection, to clear it because of the potential hazard posed by cross traffic or opposing traffic.)

To give the pedestrian an appropriate warning and clearance interval, engineers developed the WALK/DONT WALK signal lights. These pedestrian signals are usually synchronized and timed with the vehicle signals to ensure that people who move at a normal pace and who step off the curb just before the DONT WALK flashes on will have sufficient time to cross the street safely before the cross traffic gets the green light.

The DONT WALK message is intended as a two-fold message:

1. Do not enter the street.
2. If you have already entered the street, walk quickly to the other side, or walk to the nearest safety zone or pedestrian island, and wait for the next WALK signal.

The reader may be interested to know that research is under way to evaluate the effectiveness of various symbolic pedestrian signals similar to those used in Europe.

Recently adopted national standards require that all existing pedestrian signals be converted as follows:

Legend	*Old color*	*New color*
WALK	Green	Lunar white
DONT WALK	Red	Portland orange

This conversion is not yet complete, which helps explain why a variety of colors can be seen on pedestrian signals. People with vision defects can see the new colors better than the old ones. Improved readability/visibility is also the reason that the old WALK/WAIT messages are being replaced by the more easily distinguished WALK/DONT WALK signals.

On some pedestrian signals the WALK/DONT WALK messages operate on a fixed-time schedule. Such signals are usually found in downtown areas, where pedestrian traffic is heavy. In outlying areas, where pedestrian traffic is lighter and where traffic-actuated signals are commonly used, the WALK/DONT WALK messages may be controlled by means of pushbuttons. It is important to teach children to use these buttons properly. The buttons do two things:

1. They ensure that the pedestrian will get a WALK signal.
2. They provide for extra time for the pedestrian to cross the street.

In learning to operate pedestrian signals controlled by pushbuttons, children should be instructed to do the following:

1. Be sure they are pushing the right button. The arrow on the nameplate indicates which crosswalk the signal controls.
2. After pushing the button, *wait* for the signal control to do its job. At complex intersections the wait may seem like a long time. Usually, it is less than a minute.
3. When the WALK signal comes on, do not step into the street immediately. Always make sure first that the drivers of all approaching traffic see you and stop. Look *all* ways, and listen for approaching vehicles. Be especially alert for turning vehicles.
4. *Walk* briskly across the street or roadway. *Never* run across.
5. If necessary, cross in stages very wide streets that have a safety zone, pedestrian island, or median strip.
6. Never push pedestrian signal buttons just "for fun." Doing so causes traffic to stop needlessly and could cause an accident.

Pedestrian Overpasses and Underpasses

Depending on the particular location, pedestrian overpasses and underpasses can be a real benefit to the pedestrian. Such facilities may be desirable if the following conditions are present:

- Heavy pedestrian traffic
- High traffic volume
- High-speed traffic
- Depressed or elevated roadways
- Natural and constructed barriers; for example, rivers, flood channels, railroad tracks, or freeways

Unfortunately, pedestrian overpasses and underpasses are sometimes misused and abused. They can pose a public nuisance by providing a hangout for vandals and pranksters. Local jurisdictions and schools monitor these locations. It has been necessary to close some pedestrian overpasses and underpasses as chronic problem sites. Children who must use pedestrian overpasses and underpasses should be advised to do the following:

- Never loiter in underpasses or on overpasses.
- Avoid strangers who may be loitering in such places.
- Never drop anything off overpasses onto traffic or the roadway below. (Several people have been killed as a result of such careless actions and pranks.)
- Avoid being part of the litterbug and vandal problems.

Where pedestrian overpasses and underpasses are provided, people should use them rather than try to cross against heavy traffic. If a problem exists at such locations, it should be discussed with local police authorities.

Parent Participation

Many people are surprised to learn that the majority of pedestrian accidents involving children of school age happen at times other than when children are normally travelling to or from school. Most child victims are hit near their homes on weekends, on holidays, during summer vacation, or after they get home from school.

Young children need constant reminders and reinforcement about safety. At home only parents can provide this additional attention. Those responsible for the pedestrian safety education program at school can help extend children's learning by encouraging parents to do all of the following:

- Carry out with their children each of the activities outlined for parents in the *Parent's Guide.*
- Watch their children at play, and note whether they dart into the street without checking for oncoming vehicles. Discuss with them the dangers inherent in such behavior.
- Prevent children from playing in or near the street. Each year many children are killed or injured right in front of their homes—on quiet streets—because they ran carelessly into the street. Many are struck by vehicles driven by neighbors or even their own parents. Children should be cautioned about the dangers of driveways and alleys.
- Teach children to be courteous and considerate of others while using sidewalks.
- Perhaps most important, set a good example for children to follow.

Further information of value to parents can be found in *California Driver's Handbook,* published by the Department of Motor Vehicles, and *Pedestrian Rules of the Road in California,* published by the Department of Education. The *Driver's Handbook,* which is available at any DMV office, includes an excellent section entitled "Your Rights and Duties While Walking." *Pedestrian Rules of the Road* is a two-volume set. One volume serves as a teacher's resource book; the other is designed for use by primary grade children, including nonreaders.

Appendix A

Glossary of Terms

Adult crossing guard—Adult crossing guards serve in a supplemental capacity; they are not provided as traffic control devices. Adult crossing guards may be assigned at designated school crossings to assist elementary school pedestrians at specified hours when they are going to school or returning from school.

Crosswalk—A crosswalk is a designated area for persons to use to cross a street. A crosswalk may be marked or unmarked.

Driver—Anyone who operates a vehicle (including a bicycle) on the street is a driver.

Passenger—A passenger is an individual (other than the driver) who rides in or on a vehicle. It may be useful to remember that when individuals (including drivers) leave a vehicle, they become pedestrians.

Pedestrian—A pedestrian is a person who walks (or runs) somewhere. Modern usage may also include persons in wheelchairs and those who use skateboards.

Perception—A perception is an awareness that one has from seeing or hearing something.

Risk—Risks are dangers or hazards.

Risk assessment—Risk assessment is the act of judging the danger posed by approaching traffic.

Risk avoidance—Risk avoidance is the act of planning and carrying out safe moves in traffic.

Scanning—Scanning is a visual searching technique used to detect and identify traffic conditions that could require a response to compensate for the condition.

School safety patrol—The school safety patrol, which is established in cooperation with the local chief of police, provides supplemental traffic protection. Its members are school pupils designated by the principal to assist other pupils in crossing streets that are adjacent to the school or near it.

STOP sign—STOP signs are regulatory traffic signs that require drivers and bicyclists to come to a full stop.

Traffic—Traffic includes everything that shares the streets—motor vehicles, bicycles, and pedestrians.

Traffic signal—A traffic signal is a traffic control device that includes illuminated colored lenses and that is used primarily to designate the right-of-way to vehicles and pedestrians at busy intersections.

Vehicle—Vehicles are machines that move on a street or highway. They include cars, trucks, buses, vans, motorhomes, bicycles, motorcycles, and the like.

Warrants—Warrants are standards for use in making decisions about whether or not to install traffic controls.

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Appendix B

Questions and Answers About Pedestrian Safety

Q. To what degree are people in various age groups involved in pedestrian-vehicle accidents?

A. Pedestrian fatalities are most common among people sixty-five years of age and older. Perceptual and motor deficits are special characteristics of people in this age group.

Children between the ages of five and nine are involved in more pedestrian-vehicle accidents than one would expect on the basis of their numbers. A special characteristic of children in this age group is that they frequently run into the roadway without looking and listening for approaching traffic.

Preschool-age children represent the second highest group among children involved in pedestrian accidents. Their rate of involvement is especially high in urban, low socioeconomic areas.

Junior high school students tend to take more risks than any other group, and males take more chances than females.

People between the ages of fifteen and sixty-four rank second in terms of risk taking. Males and nondrivers in this category are more likely than females and drivers to fail to recognize hazardous situations.

Q. Where do most accidents occur?

A. Pedestrian accidents occur in the following locations, listed in order from the location of the greatest number of occurrences to the lowest: (1) inner city residential areas; (2) mixed residential-commercial neighborhoods; (3) suburban areas; (4) rural areas; and (5) school zones.

Q. When do most pedestrian accidents occur?

A. For all pedestrians the most critical times are between 3 p.m. and 6 p.m. and during darkness.

Q. What behaviors on the part of pedestrians or motorists are common causes of accidents?

A. Most pedestrian accidents involve one of the following or a combination of the following:

- Darting into the street between intersections—Most often this involves a pedestrian running into the street from between parked vehicles.
- Running into the street at an intersection
- Stepping into the path of a turning vehicle
- Playing near the street—Many children are struck as they run into the street while playing ball or some other game.
- Violating traffic signs and signals—Crossing against a red light, starting to cross the street on a DONT WALK pedestrian signal, and not stopping at a STOP sign are examples.
- Failing to search for approaching traffic at crosswalks—Crosswalks, whether marked or unmarked, are no guarantee of safety when one crosses the street.
- Crossing in front of a stopped vehicle without being able to see whether the next lane is also safe to cross
- Crossing in front of a stopped vehicle without first making eye contact with the driver
- Standing on the edge of the curb or engaging in horseplay at a bus stop
- Failing to take the necessary safety precautions when rushing to a vending vehicle (such as an ice cream truck) or away from such a vehicle
- Parking or double parking across the street so that children are encouraged to run across the street
- Dropping children off on the opposite side of the street from their destination so that they are encouraged to run across the street

Appendix C

Resources

The agencies, institutions, and groups listed below can be excellent resources to promote pedestrian safety education programs. The list is by no means meant to be exhaustive; the reader is encouraged to add items to it wherever possible. If possible, each school district should prepare and distribute a list of resources and their phone numbers.

Federal government entities

1. Department of Health, Education, and Welfare
2. Department of Transportation
3. Federal Highway Administration
4. National Highway Traffic Safety Administration
5. Consumer Product Safety Administration
6.

State government entities

1. California Legislature
2. Department of Transportation
3. Office of Traffic Safety
4. Department of Health Services
5. Department of Justice
6. Administrative Office of the Courts
7. Department of California Highway Patrol
8. Department of Education
9. Department of Motor Vehicles
10. Department of Public Utilities
11.

County government entities

1. County supervisors
2. Air pollution control district
3. Coroner's office
4. County engineers—building and safety division
5. Crossing guard coordinating committee
6. Fire department
7. Flood control district
8. Health department
9. Loss-prevention section
10. Regional planning commission
11. Road department
12. Sheriff's department
13.

City government entities

1. Office of the mayor
2. Offices of the council members
3. City engineer
4. Airport commission
5. Fire department
6. Health department
7. Bikeways task force
8. Planning commission
9. Police department
10. Public information office
11. Public works
12. Traffic department
13. Water and power department
14. Public utilities commission
15. Public utilities office
16.

National private groups

1. American Automobile Association
2. American Red Cross
3. Bicycle Institute of America
4. American Youth Hostel
5. League of American Wheelmen
6. Sierra Club
7. National Safety Council
8. National Education Association
9.

Educational institutions and professional societies

1. California State University and Colleges
2. University of California, Institute of Transportation and Traffic Engineering
3. University of Southern California, Safety Center
4. American Association of Health, Physical Education, and Recreation
5. American Driver and Traffic Safety Education Association
6. California Association for Safety Education
7. Institute of Traffic Engineers
8. American Society of Civil Engineers
9. American Society of Safety Engineers
10. American Association of State Highway Officials
11. League of California Cities
12. National Academy of Sciences/Transportation Research Board
13. Metropolitan and Urban Designers and Environmental Planners
14. International Federation of Pedestrians
15.

Private groups and companies

1. California Congress of Parent-Teacher Associations
2. Allstate Insurance
3. Aetna Life and Casualty Insurance Company
4. California State Automobile Club
5. Association of California Insurance Companies
6. California Association of Highway Patrolmen
7. California Broadcasters' Association
8. Founders Savings and Loan
9. Optimist International/Kiwanis/Lions/Exchange Club/Rotary
10. Western Insurance Information Service
11. Independent Insurance Agencies, Inc.
12. Travelers Insurance Companies

13. California Association of Women Highway Safety Leaders
14. Automobile Club of Southern California
15.

The entities listed above can be helpful in a variety of areas and in a variety of ways, including the following:

1. Requests for services related to the following:
   a. Freeways
   b. Signals
   c. Crosswalks
   d. STOP signs
   e. Adult crossing guards and school safety patrol
   f. Drainage and flooding
   g. Construction
   h. Sidewalks
   i. Bus safety
   j. Bus stops
   k. Walking conditions
   l. Red curbs
   m. Parking space
   n. Parking meters
   o. Parking signs
   p. Traffic control at athletic events
   q. Tree and brush trimming
   r. Lighting
   s. Stray animals
   t. Railroad problems
   u. Airplane problems
   v. Maps of the suggested safest route(s) to school
   w. Suggested safest route to school
   x. Vacant houses and debris
   y. Other environmental problems
2. Design and development of the safety education curriculum:
   a. School safety instruction guides
   b. Teacher lesson plans
   c. Demonstration programs
   d. Accident prevention programs
3. Conduct of programs:
   a. Demonstrations
   b. Film lectures
   c. Group discussions
   d. Teacher training
   e. Videotape instruction
   f. Safety instruction
4. Accident data collection:
   a. Provision for uniform data reporting and collecting
   b. Processing and tabulation of accident reports
   c. Filing and storage of accident reports
   d. Evaluation and summarization of reports
   e. Conduct of surveys of school needs and accident sites
5. Coordination of outside resources:
   a. Free materials
   b. Free personpower
   c. Films
   d. Research and surveys
   e. Grant applications
   f. Safety legislation
6. Resource presentations on technical information to the PTA, advisory councils, governing board members, and administrative staff:
   a. Lawsuits against the district
   b. Conferences—local, state, and federal

Appendix D

Pedestrian Safety Education Test

NOTE: If pupils are unable to read the questions, the teacher should read the questions to them and have them write "T" (true) or "F" (false) on a separate sheet of paper or answer by a show of hands.

Name: _____

Age: _____

(Check one.) _____Pretest _____*Post-test*

Read the following statements, and decide whether each is true or false. Circle "T" for each statement you believe is true. Circle "F" for each statement you believe is false.

1. The street is a good play area.	1. T F
2. You should always *stop* before crossing a street.	2. T F
3. You should cross streets only at legal crossing areas.	3. T F
4. Jaywalking is legal under certain conditions.	4. T F
5. Legal crossing areas include crosswalks.	5. T F
6. Before crossing the street, you should always look to the left, to the right, behind you, and ahead of you.	6. T F
7. You should walk, not run, across the street.	7. T F
8. You should always stand at least 3 feet from the curb while waiting on the sidewalk.	8. T F
9. You should never assume that an approaching motorist sees you or the crosswalk.	9. T F
10. While you are in the crosswalk, you can assume that you are safe.	10. T F
11. You should always check for oncoming traffic even though the pedestrian signal says WALK.	11. T F
12. You should never walk beyond a stopped vehicle without first making certain that no vehicles are approaching in another lane.	12. T F
13. You should always watch for cars backing out of driveways.	13. T F
14. As a passenger in a car, you should get out of the car on the curb side only.	14. T F
15. You should always "stop, look, and listen" before crossing at an intersection.	15. T F
16. A red traffic light means "stop."	16. T F
17. A green traffic light means "go."	17. T F

18. A yellow traffic light means "caution, prepare to stop."	18.	T F
19. A "stale green traffic light" is a green light that has been on for some time.	19.	T F
20. Crossing an intersection on a "stale green light" can be dangerous.	20.	T F
21. You should always wait for a "fresh green light" before starting across an intersection.	21.	T F
22. DONT WALK and WAIT signals mean that you should not enter an intersection.	22.	T F
23. Pedestrian signal pushbuttons turn on the WALK signal and give you extra time to cross the street.	23.	T F
24. You should never run across the street.	24.	T F
25. "Scanning" is looking where you are going—straight ahead, to the sides, and behind to see whether it is safe to walk in the desired direction.	25.	T F
26. All of the rules for safe walking during the daylight hours should be followed during the hours of sunrise, sunset, and darkness.	26.	T F
27. It is all right to cross the street from between parked cars if no traffic is present.	27.	T F
28. You should always wait and let a turning car complete its turn before crossing the street.	28.	T F
29. After you get off the bus, it is all right to run across the street.	29.	T F
30. If an ice cream truck stops across the street to sell ice cream bars, it is all right to run across the street if no cars are coming.	30.	T F

Answer Key

1.	F	16.	T
2.	T	17.	T
3.	T	18.	T
4.	F	19.	T
5.	T	20.	T
6.	T	21.	T
7.	T	22.	T
8.	T	23.	T
9.	T	24.	T
10.	F	25.	T
11.	T	26.	T
12.	T	27.	F
13.	T	28.	T
14.	T	29.	F
15.	T	30.	F

Other Publications Available from the Department of Education

California Guide for Pedestrian Safety Education, Volume I, *Teacher's and Administrator's Guide* is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$ 1.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Bicycle Rules of the Road in California (1977)	1.50
California Guide for Pedestrian Safety Education, Volume II, Parent's Guide (1980)	1.35
California Guide for Pedestrian Safety Education, Volume III, Lesson Plans (including cassette) (1980)	3.50
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
California Master Plan for Special Education (1974)	1.00†
California Private School Directory (1979)	5.00
California Public School Directory (1980)	11.00
California Public Schools Selected Statistics, 1977-78 (1979)	1.00
California School Accounting Manual (1978)	1.65
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
Child Care and Development Services: Report of the Commission to Formulate a State Plan (1978)	2.50
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Evaluation Report of Consolidated Application Programs (1979)	2.25
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guidance Services in Adult Education (1979)	2.25
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1980)	1.50*
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Improving the Human Environment of Schools (1979)	2.50
Liability Insurance in California Public Schools (1978)	2.00
A New Era in Special Education: California's Master Plan in Action (1980)	2.00
Parents Can Be Partners (1978)	1.35†
Pedestrian Rules of the Road in California (1979)	1.50
Pedestrian Rules for the Road in California–Primary Edition (1980)	1.50
Physical Education for Children, Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
Student Achievement in California Schools (1979)	1.25
Students' Rights and Responsibilities Handbook (1978)	1.50†
Taking Risks: Volume I, Elementary (1979)	2.00
Taking Risks: Volume II, Secondary (1979)	2.00
Teaching About Sexually Transmitted Diseases (1979)	1.65
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

79-32 03-0288 300 6-80 10M

79844—300 8-80 10M LDA

California Guide for Pedestrian Safety Education

Volume II
Parent's Guide

PS 011940

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1980

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Persons wishing to purchase additional copies of this document may do so by sending $1.35 (plus sales tax for California residents) to Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

A Message to Parents

During this school year your child will be receiving instruction in pedestrian safety. This instruction will cover such topics as using crosswalks in a safe manner; looking and listening for approaching traffic before crossing streets, driveways, alleys, and the like; obeying traffic signs and signals; using pedestrian signals; and walking safely along sidewalks and roadways.

From time to time during the year, your child will be bringing home (1) information sheets on pedestrian safety; and (2) lesson sheets containing detailed descriptions of activities that you can conduct with him or her to help make him or her a safer pedestrian. Each of the activities is designed to reinforce what your child has learned recently at school, and each requires only a few minutes of your time. The activities are to be conducted on the sidewalk in front of your home or near your home during short walks with your child.

Repeating activities on several occasions is encouraged since repetition is a key element in children's learning. The parent-child activities should be conducted as soon as possible after completion of the related in-class activities to provide for maximum reinforcement of the child's previous learning.

In conducting the learning activities, you will note that a great deal of emphasis is placed on praising the child for correct responses and behaviors. This praise may be communicated verbally or by means of facial expressions and other outward signs that tell the child that he or she has done well. When the child's behaviors or responses are less than satisfactory, take the time to discuss the particular problem, and then give him or her an opportunity to repeat the activity.

Remember that young children need constant reinforcement in their learning. Only with continual assistance, both in school and at home, can your child acquire the necessary skills, knowledge, and attitudes to become a safe pedestrian.

As children grow and mature, they are capable of accepting more and more responsibility, including responsibility for their safety. Thus, through the years children need less and less guidance and supervision. How much less depends on a variety of factors—the child's level of maturity, the problems and dangers present in the community, and so on. However, generally speaking, parents of children five years of age or younger are encouraged to follow these "rules of thumb":

- Never let your child play in or near the street.
- Keep track of your child when he or she is outside, or have some other responsible person watch the child when he or she is outside. Constant supervision is essential for children in this age group.
- Never send your child on errands, and do not let her or him go anywhere alone.

For parents of children six to nine years old, the following are recommended:

- Never let your child run into the street or across it.
- Do not permit your child to play in the street or near the street.
- Do not let your child cross the street at other than the intersection (corner).

Although your particular circumstances may make one or more of these rules seem unnecessary or too strict, the important thing to remember is that children tend to transfer the habits they learn in one situation to other situations—situations that could be very hazardous for them.

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The Importance of Pedestrian Safety Education

The pedestrian has long been a much neglected element in the field of traffic safety. And yet in California, for example, approximately 18 percent of those killed in traffic accidents are pedestrians. Across the United States the No. 1 cause of death and injury among people from birth through twenty-four years of age is traffic accidents. Every year thousands of youngsters are killed, maimed, or physically or mentally impaired in some type of traffic accident.

Unfortunately, too few people consider traffic safety a serious problem. But it most certainly is a serious problem, for the odds are high that at least one member of the family of a child in every school classroom will be involved in a serious traffic accident this year. Annually, the number of traffic fatalities in this country is twice the number of homicide victims; yet, the amount of money spent to provide traffic safety education is considerably less than that spent in connection with criminal fatalities. More people are killed and injured every year by drivers of motor vehicles than were killed or wounded in all the years of fighting in Vietnam.

Questions and Answers About Pedestrian Safety

The questions and answers presented below are provided to increase parents' awareness of several factors related to pedestrian safety.

Q. To what degree are people in various age groups involved in pedestrian-vehicle accidents?

A. Pedestrian deaths are most common among people sixty-five years of age and older. Perception problems and coordination problems are special characteristics of people in this age group.

Children between the ages of five and nine are involved in more pedestrian-vehicle accidents than one would expect on the basis of their numbers. A special characteristic of children in this age group is that they frequently run into the roadway without looking and listening for approaching traffic.

Preschool-age children represent the second highest group among children involved in pedestrian accidents. Their rate of involvement is especially high in urban, low socioeconomic areas.

Junior high school students tend to take more risks than people in any other group, and males take more chances than females.

People between the ages of fifteen and sixty-four rank second in terms of risk taking. Males and nondrivers in this category are more likely than females and drivers to fail to recognize hazardous situations.

Q. Where do most accidents occur?

A. Pedestrian accidents occur in the following locations, listed in order from the location of the greatest number of occurrences to the lowest: (1) inner city residential areas; (2) residential-commercial neighborhoods; (3) suburban areas; (4) rural areas; and (5) school zones.

Q. When do most pedestrian accidents occur?

A. For all pedestrians the most critical times are between 3 p.m. and 6 p.m. and during darkness.

Q. What behaviors on the part of pedestrians or motorists are common causes of accidents?

A. Most pedestrian accidents involve one of the following actions or a combination of the following actions by children or their parents:

- Darting into the street between intersections—Most often this involves a pedestrian running into the street from between parked cars or other vehicles.
- Running into the street at an intersection
- Stepping into the path of a vehicle that is turning
- Playing near the street—Many children are struck as they run into the street while playing ball or some other game.
- Violating traffic signs and signals—Crossing against a red traffic light, starting to cross the street on a DONT WALK pedestrian signal, and failing to stop at a STOP sign are examples.
- Failing to look and listen for approaching traffic at a crosswalk—Crosswalks, whether marked or unmarked, are no guarantee of safety when one crosses the street.
- Crossing in front of a stopped vehicle without being able to see whether the next lane is also safe to cross
- Crossing in front of a stopped vehicle without first making eye contact with the driver of the vehicle
- Standing on the edge of the curb or engaging in horseplay at a bus stop
- Failing to take the necessary safety precautions when rushing to a vending vehicle (such as an ice cream truck) or away from such a vehicle
- Parking or double parking across the street from children so that they are encouraged to run across the street to reach your vehicle
- Dropping children off on the opposite side of the street from their destination so that they are encouraged to run across the street

Lesson 1
Recognizing the Edges of Streets

Lesson 1 is designed to teach the child to recognize the different types of street edges and to recognize that each one denotes the possibility of present or approaching traffic.

During a walk with your child near your home, have the child identify the curb and the edges of other traffic areas, such as alleys and driveways. Have the child tell you where pedestrians should stop before attempting to cross each traffic area. Cross at least three intersections, and have the child identify the proper place to stop at each. During the early part of the activity, tell the child when it is safe to cross. Later, have the child tell you when the street can be crossed safely. Praise the child for each correct response or behavior. If the child makes any errors, discuss them, and give him or her additional opportunities to demonstrate that he or she has mastered the concept.

Lesson 2
Stopping at the Edges of Streets

Lesson 2 is intended to teach the child to stop one step back from the edge of the street or other traffic area before attempting to cross. The child should recognize that a change in surface indicates the possibility of conflict with a vehicle and that he or she should stop and search for vehicles before attempting to cross.

While on a walk with your child near your home, walk toward the edge of the road at each intersection, and have the child tell you where to stop before reaching the edge. Praise the child for each correct response. Discuss any problem she or he experiences, and if necessary, have the child repeat the activity at other intersections to demonstrate mastery of the concept.

Lesson 3

Recognizing the Parts of Intersections

Lesson 3 is designed to teach the child to recognize the parts of an intersection: curb, street, sidewalk, and crosswalk (if marked).

During a walk near your home, walk to at least four intersections. Have the child point to each intersection and identify the various parts of each one. Remind the child that the terms "intersection" and "corner" mean the same thing and that drivers expect pedestrians to cross streets at corners and to wait on the side of the street until vehicles have passed. At each intersection turn and follow the sidewalk; do not cross the street. Praise the child for correct responses and behaviors. If necessary, discuss any difficulties he or she is having with this activity, and then have him or her repeat the activity.

Lesson 4

Recognizing Where Vehicles Will Be Found

Lesson 4 is intended to teach the child where pedestrians can expect to find cars and other vehicles.

During a walk near your home, have the child point out places where people can expect vehicles to be parked, stopped, or moving. Instruct the child to tell you where to stop before crossing any street, alley, or driveway. Have him or her point to vehicles that are parked, stopped, or moving. Praise the child for correct responses, and help him or her with any problems. If necessary, repeat the activity to give the child an opportunity to correct mistakes.

Lesson 5

Recognizing Clues to Potential Danger from Vehicles

Lesson 5 is designed to teach the child to recognize clues that indicate that a stopped or parked vehicle may begin to move: illuminated brake lights or back-up lights, smoke from the vehicle's exhaust, someone seated behind the steering wheel, running motor, and the like.

This lesson may require parent participation both at school and at home. Parent volunteers may be needed at school to demonstrate the clues listed above. The "in-school" activities involve volunteers in several vehicles in the school parking lot. Your child's teacher can supply further details.

At home take the child for a walk near your home, and ask him or her to point out and describe different clues to potential danger from vehicles. Praise the child each time he or she responds satisfactorily. If the child fails to identify a clue, discuss the problem with her or him, and continue the activity.

Lesson 6

Recognizing and Heeding Crosswalk Markings

Lesson 6 is intended to teach the child to recognize marked crosswalks and to understand that marked crosswalks tell pedestrians to stop at the edge of the street and to search in all directions for traffic before crossing. During the school phase of this lesson, the children are taught that crosswalk markings are meant to remind pedestrians to cross the street in a straight line. Emphasis is placed on the fact that drivers do not always stop at marked crosswalks and that pedestrians should therefore remain on the curb until they are sure that no traffic is approaching or until traffic has stopped to let them cross.

Take the child to an intersection with a marked crosswalk. Have her or him demonstrate recognition and understanding of the meaning of marked crosswalks by stopping at the curb and searching for approaching vehicles. While at the intersection, the child should point to all pedestrian markings. Praise the child for correct responses and behaviors, and discuss any difficulties he or she may be having. If the child makes mistakes, provide additional opportunities for successful performance after your discussion.

Lesson 7

Recognizing When No Traffic Is Present

Lesson 7 is designed to teach the child to recognize when no vehicles are approaching from any direction.

At an intersection near your home, have the child point to any approaching vehicles and/or tell you when no vehicles are approaching from any direction. Be sure to review with the child the concept that it is safe to cross the street only when no traffic is approaching or when all traffic has stopped to allow pedestrians to cross. Praise the child for correct responses and behaviors. If she or he makes mistakes, discuss the problem, and then provide additional opportunities for the child to master the concept.

Lesson 8

Recognizing When Vehicles Have Passed

Lesson 8 is intended to teach the child to recognize when vehicles have passed.

On the sidewalk in front of your home, have the child point to vehicles that are approaching and tell you when each vehicle has passed. Praise the child each time he or she recognizes the difference between those vehicles that are approaching and those that have passed. Remind the child that a vehicle that has passed is no longer a hazard but that an approaching vehicle is a signal for pedestrians to wait. Praise the child for each correct response and behavior. Discuss any difficulties that he or she may be having. If the child does make mistakes, provide additional opportunities for recognition after your discussion.

Lesson 9
Looking for Turning Vehicles

Lesson 9 is designed to teach the child to recognize vehicles that are turning, with particular emphasis on recognizing those vehicles that will pass through the crosswalk that the child would use to cross the street.

At an intersection near your home, have the child point to vehicles that are turning at the intersection. Be sure to remind the child that drivers who intend to turn do not always signal their intention to do so. As vehicles approach, ask the child whether they are going to turn. At several different times during the approach of a vehicle, ask the child to tell you whether it is safe to cross the street. Praise the child for each correct response. If the child performs less than satisfactorily, discuss the problem, and have her or him repeat the activity.

Lesson 10
Deciding Whether It Is Safe to Cross the Street

Lesson 10 is intended to teach the child to recognize that a vehicle is approaching and to decide whether or not he or she can safely cross the street.

Take the child for a walk near your home. Ask and answer the question, "Should I wait, or should I go?" Answer "go" only when no traffic is approaching or when all traffic has stopped to permit you to cross. Then have the child ask and answer the same question several times as vehicles approach. Praise the child each time he or she answers the question correctly. If the child makes errors, discuss the problem with her or him, and then repeat the activity.

Lesson 11
Using Traffic Signals

Lesson 11 is designed to teach the child how to use traffic signals. The child will learn the meaning of each of the colors of traffic signals and will learn to use the pedestrian signals, especially those controlled by means of pushbuttons.

Take the child to the nearest intersection that is controlled by a signal light, and have her or him explain the meanings of the different lights. If the signal has a pushbutton control to operate the pedestrian signal, have the child push the button to change the signal. Ask the child to help you cross all four legs of the intersection in the correct manner. Praise the child for correct responses and behaviors. If the child makes an error, discuss the situation, and then have him or her attempt additional crossings.

Lesson 12
Developing Auditory Perception

Lesson 12 is intended to teach the child to recognize sounds and their locations. Emphasis is placed on those sounds that warn pedestrians of possible danger from vehicles.

In front of your home, have the child close his or her eyes. For each sound that the child hears, have her or him identify the source and point in the direction from which the sound comes. Remind the child of the importance of *listening* for vehicles when preparing to cross the street. Praise the child for each correct identification of a sound, and especially those sounds made by vehicles. If necessary, discuss any difficulties or errors, and repeat the activity.

As an additional activity look through a magazine with the child, and have him or her point out pictures of objects that make sounds that warn of traffic hazards for pedestrians.

Lesson 13
Listening for Traffic

Lesson 13 is designed to teach the child to recognize sounds that are important to his or her safety as a pedestrian.

Take the child to an intersection, have the child close his or her eyes, and ask the child to identify the sounds that he or she hears. Also ask the child to point in the direction from which each sound comes. Praise the child for each correct response, especially for correct identification of sounds made by vehicles. If the child makes errors, help him or her correct them, and then repeat the activity as necessary.

Lesson 14
Helping Others Detect Approaching Vehicles

Lesson 14 is designed to teach the child to help a friend search for and detect approaching vehicles.

Take the child for a walk on which you must cross at least three intersections. Ask the child to assist you in detecting approaching vehicles before crossing the street. Praise the child for her or his help. If the child makes a mistake, discuss it, and then repeat the activity until she or he demonstrates mastery of the concept.

Lesson 15
Making Eye Contact with Drivers

Lesson 15 is intended to teach the child to make eye contact with drivers before attempting to cross in front of stopped vehicles. Pedestrians should never cross in front of a stopped vehicle unless they have made sure that the driver sees them.

Take the child for a walk near your home. Have the child point out objects that can affect his or her ability to see the eyes of approaching drivers. Ask the child to point out especially those parked vehicles that are obstructions. Ask the child how he or she might solve the problem of not being able to see a driver's eyes. Have the child position you in each instance so that you could make eye contact with an approaching driver. Praise the child for correct responses. If the child responds unsatisfactorily, discuss the concept with him or her, and then repeat the activity at another location.

Lesson 16
Avoiding Darting Out into Streets

Lesson 16 is designed to teach the child not to dart into the street between intersections or at intersections.

At the edge of the street in front of your home, discuss with the child the concept of darting out into the street. Ask the child to explain what "darting out" means and to describe the correct procedure for crossing the street. Afterward, have the child demonstrate this procedure. Praise the child for correct responses and behaviors. If the child makes a mistake, discuss it with him or her, and then repeat the activity as necessary.

Lesson 17

Following the Safest Route to and from School

Lesson 17 is designed to teach the child to follow the safest route from home to school and from school to home. The term "safest route" is defined as the route that offers the child the greatest protection from vehicles and other potential hazards. The selection of the safest route by the parent (and child) and subsequent parent-supervised practice in following that route are intended to ensure that the child will be able to avoid conflict situations that are beyond his or her capabilities. It is strongly recommended that you escort the child to and from school until he or she has mastered the concepts and behaviors addressed in this lesson.

You will be asked to attend a special session at school to discuss the safest route for your child to use to go from home to school and back home. During the session you will be given a map of the community and asked to mark on it the safest route to and from school. You will also receive a form on which to indicate later that you have walked the suggested route with your child. At the end of the session, you will be asked to walk the suggested route with your child.

Rules for Safe Walking

The following "Rules for Safe Walking" can help you and your child reduce risks and make you safer pedestrians. By reading and practicing these rules, you can provide a model for your child to follow. Discuss the rules with your child, and help and encourage him or her to observe each of them.

1. *Plan your walks for safety.* Before starting on a walk, plan a route that offers the best protection. If possible, choose streets with sidewalks, traffic signals, and marked crosswalks. Choose areas that are free of obstacles to your view of traffic.
2. *Always be alert and be prepared to stop.* Every street, driveway, alley, or parking lot is a possible danger. Be ready to stop or to move quickly if a driver does not see you and begins to drive toward you. Never rely on the driver to see you.
3. *Stop at the curb.* At every street crossing stop at the curb, and look and listen in all directions for approaching vehicles.
4. *Do not try to make vehicles stop for you.* Wait for moving vehicles to go by or to stop. It is hard to tell whether a vehicle is going to stop and whether a driver sees you. Drivers generally believe that pedestrians will not walk into the street in front of their vehicles, and so they do not slow down to be ready to stop. Do not step into the street in front of a moving vehicle.
5. *On a street with several lanes to cross, treat each lane separately.* Cross only one lane at a time. Wait in front of a stopped vehicle if you are not sure that a vehicle in the next lane is going to stop. Do not step into an open lane unless no vehicle is approaching in it.
6. *Walk at a normal speed.* You should not run. If you run, you might fall in front of a vehicle. In addition, if you run into the street, a driver has less time to see you and stop.
7. *Cross at an intersection.* Drivers expect to find pedestrians at intersections. Remember, drivers expect pedestrians to wait for them to pass. They might not stop for you. If you *have* to cross between intersections, be sure that no vehicle is coming. If a crosswalk or a pedestrian traffic signal is located in the middle of the block, use it.
8. *Use crosswalks.* Marked crosswalks help keep pedestrians safe. They channel pedestrians in a straight line to the opposite side of the street. They also remind pedestrians to stop, look, and listen for approaching vehicles and to cross only when no vehicles are approaching or when all vehicles have stopped.
9. *Look and listen for approaching vehicles while standing still at the edge of the street.* Check to the left, front, right, and rear. Check in each direction more than once. Leave the sidewalk only after making sure that no approaching vehicles will get in your way in any lane you want to cross.
10. *At intersections with traffic signals, cross only on the "fresh" green light.* Leave the sidewalk only after the light has changed to green and only after making sure that no vehicles are approaching or approaching vehicles have stopped. Do not step into the path of any moving vehicle.
11. *Use a pedestrian signal where there is one.* A pedestrian signal is designed to help pedestrians cross the street. When "WALK" is showing, enter the street only after all vehicles have stopped. Walk at a normal speed, and remain alert for moving vehicles.
12. *Use the pedestrian signal pushbutton if there is one.* Some traffic signals have pushbuttons to change the pedestrian signal from DONT WALK to WALK. Pedestrians wanting to cross the street in the direction controlled by the pushbutton *must* push the button to get the WALK light. The green light for vehicles does not mean that the pedestrian has permission to cross the street.
13. *Make sure you can see approaching vehicles.* If you cannot see approaching vehicles because of parked vehicles or other obstructions, walk cautiously to the corner of the obstruction so that you can see up and down the street. Stop and look for moving vehicles. Wait in the protected area until no vehicles are approaching.
14. *Make sure drivers see you.* When walking in front of a vehicle that has stopped for you, look at the eyes of the driver to see whether the driver is looking at you. If you cannot see the driver looking at you, that driver cannot see you. Do not walk in front of a vehicle until you see the driver looking at you.
15. *Walk facing traffic.* When walking where there is no sidewalk, walk on the left side of the street so that you can see traffic approaching.
16. *Wear white at night.* Pedestrians who walk at night are difficult to see. To enable drivers to see you, wear white clothing. Clothing with reflectorized tape also helps drivers see you.
17. *Do not accept a ride from a stranger.* Never get into a vehicle with a driver you do not know, no matter what the driver says.

Pedestrian Safety Education Program Follow-Up

The activities listed below are provided as review activities in connection with your child's participation in the Pedestrian Safety Education Program. Please complete each activity carefully.

- Discuss the pedestrian safety class with your child. Ask what he or she thinks are the most important safety points that he or she learned.
- Review with your child the list of safe walking rules sent home earlier.
- Take your child on a short walk. Review the dangers posed by streets, intersections, alleys, and driveways. Have the child show you how parked cars, fences, shrubs, and other objects may block the view of both drivers and pedestrians. If a traffic signal is located nearby, have your child observe it and discuss it with you. Have your child take you home. Observe whether he or she stops before entering intersections and whether he or she looks for oncoming traffic. Does he or she tend to run across the street? Discuss any problems in a constructive manner.
- Observe your child at play. Does the child tend to run into the street or play in the street? Do his or her friends tend to run into the street or play in the street? Discuss the dangers of such actions with your child.
- Complete the following questionnaire, and return it to your child's teacher.

Parent Questionnaire

Check the appropriate space for each question.

	Yes	*Sometimes*	*No*
1. Does your child follow the rules of safe walking?	_____	_____	_____
2. Does your child use the "suggested route to school" agreed upon?	_____	_____	_____
3. Does your child recognize the edge of the road and the proper place to stop?	_____	_____	_____
4. Does your child use available pedestrian traffic control devices?	_____	_____	_____
5. Does your child cross intersections without conflicting with vehicles?	_____	_____	_____
6. Does your child comply with pedestrian safety rules while playing?	_____	_____	_____
7. Do your child's friends comply with pedestrian safety rules while playing?	_____	_____	_____
8. Does your child "dart" into the street?	_____	_____	_____
9. Does your child play in your front yard?	_____	_____	_____

10. To what degree do you think your child has benefited from these safety lessons? (Circle one.)	*Very much*	*Some-what*	*Very little*	*Not at all*

Pupil's name: _____ Parent's signature _____ Date _____

Parent's comments:

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California Guide for Pedestrian Safety Education

Volume III
Lesson Plans

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A partial list of other publications that are available from the Department appears on page 82. A complete list of Department publications can be obtained by writing to the address given above.

Preface

The three volumes of *California Guide for Pedestrian Safety Education* are designed to serve as the basis for an effective program of pedestrian safety education for pupils in kindergarten and grades one and two. Through study and use of the appropriate materials, school administrators, teachers, and parents—all working together—can greatly reduce the chances of their pupils' and their sons' and daughters' being involved in a pedestrian-vehicle accident.

Detailed lesson plans for conduct by teachers and parents are key elements of the overall pedestrian safety education program, and special emphasis has been placed on the parent's role as both a model and teacher for her or his child. All learning activities, those provided at school and those to be conducted at home, require the active participation of the child.

If, through participation in the pedestrian safety education program, even one child is spared the agony of injury in a pedestrian-vehicle accident, then the time and efforts of the many people who helped develop the program will have been worth every minute expended, every ounce of energy put forth, and every dollar spent.

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Introduction

This *California Guide for Pedestrian Safety Education,* Vol. III, contains a series of 17 lessons for use with pupils in kindergarten through grade two. As a total teaching unit, the lessons deal with those behaviors that have been found to be the most common causes of pedestrian accidents involving young children. Each lesson focuses on one or more basic concepts or behaviors, beginning with the most basic and progressing to the more advanced or complex. Teachers are encouraged to conduct all the learning activities in each lesson to ensure that their pupils (1) know how to be safe pedestrians; and (2) more importantly, can actually put such knowledge into practice.

The basic content of each lesson is presented in two formats. One is designed for teachers who are more comfortable working with a narrative format; the other is intended to accommodate those teachers who find an outline format easier to work with.

In response to numerous requests from teachers, a series of 18 black and white illustrations dealing with various aspects of pedestrian safety is included in this document (see Appendix A). These illustrations originally appeared in *Pedestrian Rules of the Road in California* (Sacramento: California State Department of Education, 1979) and are designed for use in making overhead transparencies and reproductions for children to color either in class or at home.

Teachers are cautioned against assuming that members of the class have been exposed to all the types of experiences involved in the various lessons. Because of varying conditions some pupils will already have been exposed to more experiences and training than other pupils. For these children, the early lessons will serve as an important review rather than as a new learning experience. Local traffic conditions and many other variables will make certain lessons more important initially in some communities than in others. It is important to remember that all the pupils will most likely be faced with all the situations described herein at some time during their early years. Thus, each of the 17 lessons is important to every pupil.

It is recommended that the content of this guide be covered in accordance with the readiness levels of the pupils involved. The scheduling of lessons should reflect the needs of the pupils, and especially their needs for learning reinforcement. Between five and six hours should be required to conduct all the lessons.

Most of the learning activities are performance oriented; that is, the pupils must demonstrate to the teacher their mastery of the particular skills. This allows the teacher to determine readily whether the pupils are learning the recommended behaviors and to make adjustments in the program where necessary. The teacher must keep in mind at all times that skill performance is more important than knowledge acquisition in these lessons.

Parents of participating pupils are encouraged to become involved in the training program. Toward that end, an accompanying *Parent's Guide* includes activities for parents to conduct with their children. (The same activities are also outlined in this volume.) The *Parent's Guide* is designed to allow teachers to duplicate the various items included in it and to send each one home with the children when appropriate. A single meeting is all that should be required to inform parents about the use of the guide and the conduct of the learning experiences contained in it.

Upon completing the training program, pupils should be able to use the streets safely as pedestrians. As a result of a variety of learning experiences, they should be able to cope with the many situations that they will face as they move about the local community and others.

Lesson 1

Suggested time—30 minutes

Recognizing the Edges of Streets

This lesson is designed to teach the pupils to recognize the different types of street edges and to recognize that each one denotes the possibility of present or approaching traffic. This lesson serves as the basis for Lesson 2, which focuses on teaching the children that they should always stop before entering the street.

Instruction

Lesson 1 requires approximately 30 minutes and is to be conducted on the sidewalk adjacent to the school and on the playground. Each child must be able to recognize all the clues that tell him or her where streets, alleys, driveways, parking lots, bike paths, and the like begin. Most pupils will probably have had experience with only a few of these traffic areas. All of them, however, need a great deal of experience in identifying the edges of all kinds of such areas.

Take the pupils for a walk near the school, and call on each child to tell where one must stop before attempting to cross a street or other traffic area. Field trips can also be used to practice the proper behaviors. Be sure to make the children stop at the curb or edge of each traffic area to demonstrate their recognition of the edge of the street, alley, or whatever. Explain to the pupils that the curb or edge is where drivers expect pedestrians to wait for vehicles to pass and that they should stop about one step back from the edge of the street or other traffic area.

Have the pupils play Safety Tag Game No. 1 as a supplementary learning activity. (See page 4.)

Expected Outcome

Upon completing Lesson 1, the pupils will be able to identify the edges of streets, alleys, driveways, and the like.

Parent Participation

The parent is to take the child on a walk near their home. The parent should have the child identify the curb and the edges of other traffic areas and tell the parent where one should stop before crossing each. At least three intersections should be crossed. The parent should praise the child each time he or she correctly identifies the street edge and the spot at which to stop. The parent should help the child identify any edges that he or she cannot identify during their walk around the neighborhood.

Recognizing the Edges of Streets

Lesson emphasis:

Teaching the pupils to recognize the different types of street edges and to recognize that each one denotes the possibility of present or approaching traffic

Suggested time:

30 minutes

Materials needed:

The layout and instructions for Safety Tag Game No. 1 (See page 4.)

Expected outcome:

The pupils will be able to identify the edges of streets, alleys, driveways, and the like.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• The surfaces used by vehicles and those used by pedestrians may be separated by curbs, shoulders, bike paths, dirt, or grass. • The edges of streets and other traffic areas may be marked by cement, pavement, or dirt and rocks. • Driveways, alleys, parking lots, traffic lanes, and corners all provide clues that vehicles could be approaching. • Drivers expect pedestrians to wait at the edge of the street for vehicles to pass.	• Take the pupils for a walk on the sidewalk adjacent to the school, and point to the various edges that represent a change from the surface used by vehicles to that used by pedestrians. • Select pupils to point to the edges and name them. • Make sure that each time a change in surface is reached, the pupils come to a stop and point to the change. • Explain to the pupils that drivers expect pedestrians to wait at the edge of the street and to cross only after all vehicles have passed. • Teach the children to play Safety Tag Game No. 1. (See page 4.) • Praise each child for successful performance. Assist each child who is unsuccessful in an activity.	• While taking a walk around the school, demonstrate recognition of the following types of edges at locations selected by the teacher: 1. Curbs 2. Shoulders 3. Bike paths • When requested to do so by the teacher, point to the clues that indicate the edge of the street, and name each one. • Point to the following, and name each one to indicate recognition: 1. Driveways 2. Alleys 3. Parking lots 4. Traffic lanes • Indicate by stopping at the appropriate spot recognition of the edge of the street as the place where drivers expect pedestrians to wait until vehicles have passed. • Participate in Safety Tag Game No. 1.	• Take the child for a walk. • During the walk have the child point to the various edges of streets and name each one. • Have the child point to the clues that indicate the edge of the street and name each one. • Cross at least three intersections with the child. Have the child direct the parent to stop one step from the edge of the street at each intersection. • Have the child point to the location at the edge of the curb where drivers expect pedestrians to wait until vehicles have passed. • Praise the child each time he or she recognizes the edge of the street. Help the child recognize those edges that he or she cannot identify.

Safety Tag Game No. 1

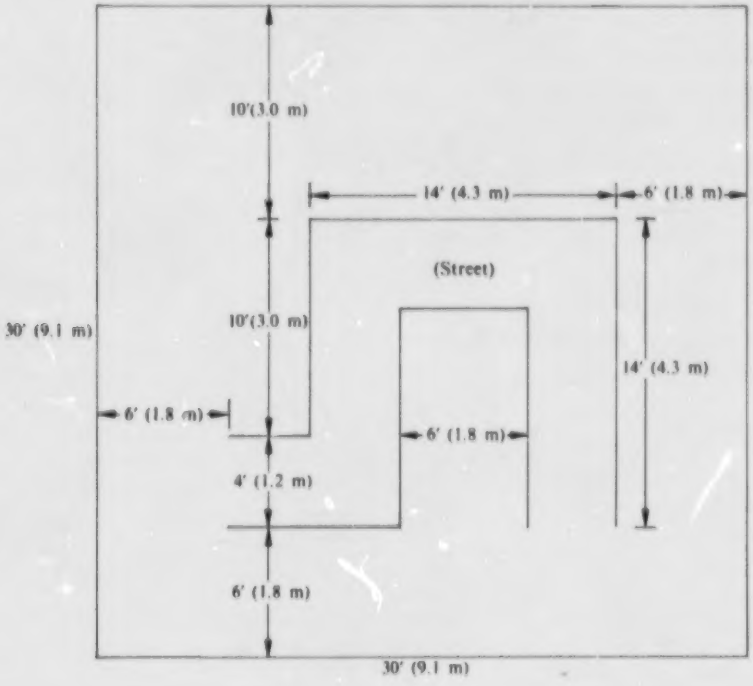
Four safety tag games are described in this document. Each is to be played in a small area of the school playground. The games are intended to reinforce pupils' learning of various pedestrian safety concepts introduced in the lessons. Each game offers the pupils opportunities to practice essential behaviors, and each is designed to facilitate transfer of learning to real-life situations. Field chalk liners and chalk for lining athletic fields can be used to mark game layouts on fields and courts. Half of a volleyball court is ideal for playing safety tag games 1, 3, and 4; a full court has the dimensions required for playing the second version of Safety Tag.

Safety Tag Game No. 1 is designed to increase pupils' awareness of street edges. The layout needed to play this game is shown below. The rules of the game are as follows:

- One player is to be selected as "it." This player is to try to tag each of the others or to cause the others to violate one of the rules described below.
- The players not designated as "it" are to take positions within the playing square but outside the area marked as the street.
- "It" then attempts to tag the other players, who may walk anywhere within the game area except the part designated as the street. Running is not permitted by "it" or the other players.
- Players who are tagged or who leave the game square, run, enter the street area, or touch the part of the street area that would represent the curb, or edge, are out of the game. (As an alternative, players could be given points and allowed to continue playing.)
- Players who have been eliminated from the game should sit near the teacher.
- The game is over when all but four players have been tagged or eliminated for breaking a rule. (If a point system is used, a time limit should be set for ending the game. When time has expired, the four players with the fewest points are declared the winners.) This will permit the pupils to play more games and will provide for needed exposure to the learning experience for those pupils eliminated early in the game.
- Players who have not been tagged (or who have not received points) should be considered as having met the objectives of the game.

It is recommended that the pupils play as many games as possible during at least a 15-minute period and that they play at least once a week for a month.

Game Layout No. 1



Lesson 2 Suggested time—15 minutes

Stopping at the Edges of Streets

This lesson is intended to teach the pupils to stop one step back from the edge of a traffic area before attempting to cross. The children are to be made aware that a change in surface indicates the possibility of conflict with a vehicle and that they should stop and search for vehicles before they attempt to cross a street or other area where vehicles may be present or approaching.

Instructions

Lesson 2 requires 15 minutes and is to be conducted on the sidewalk adjacent to the school.

Walk the children to various places of potential pedestrian-traffic conflict, and have them stop and search for approaching vehicles. The children are to develop the ability to recognize when and where they should stop and search for vehicles. Explain to them that they should stop at the edge of the street or other traffic area and that they should not continue on their way until they have made sure that no vehicles are approaching or that all vehicles have stopped to let them cross.

To facilitate the pupils' learning, have them play Safety Tag Game No. 2. (See page 7.)

Expected Outcome

Upon completing Lesson 2, the pupils will be able to recognize the edges of streets and other areas of potential danger from vehicles and will stop before crossing such areas.

Parent Participation

The parent is to take the child for a walk around the block. During the walk the parent is to walk toward the edge of the road at each intersection, and the child is to tell the parent where to stop before the parent reaches the edge of the street. The parent should then stop, praise the child for the correct response, proceed to the next corner, and repeat the activity. For each incorrect response the parent should discuss the problem and then repeat the activity.

Stopping at the Edges of Streets

Lesson emphasis:

Teaching the pupils to stop before reaching the edge of the street or other traffic area and to search for approaching vehicles before crossing

Suggested time:

15 minutes

Materials needed:

The layout and instructions for Safety Tag Game No. 2 (See page 7.)

Expected outcome:

The pupils will be able to recognize places of potential conflict with vehicles and will stop about one step from such areas of danger before crossing.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Vehicles and pedestrians may conflict at any of several locations. • Pedestrians should stop one step before reaching a place where they recognize the possibility of a conflict with a vehicle. • After stopping at a place of potential vehicle-pedestrian conflict, pedestrians should not attempt to cross until they are sure that no vehicles are approaching.	• Take the pupils for a walk on the sidewalk adjacent to the school. • Have the pupils stop at each point at which a conflict with a vehicle could occur. • Explain that pedestrians should stop one step before reaching any place where they recognize the possibility of conflict with a vehicle. • Explain that pedestrians should not attempt to cross the street until they are sure that no vehicles are approaching. • Have the pupils play Safety Tag Game No. 2. • Praise the children for correct behaviors. For each incorrect behavior, review the related concept, and repeat the activity.	• While on a walk around the school, walk to each point of potential vehicle-pedestrian conflict, and stop one step before the edge of the driveway, parking lot, or whatever. • While stopped, look in all directions for approaching traffic. • Begin to walk again only after making sure that no vehicles are approaching. • While on a walk with a parent, tell the parent to stop one step before reaching the edge of the street or other area of potential conflict with vehicles. • Participate in Safety Tag Game No. 2.	• Take the child for a walk near their home. • During the walk approach the edge of the street at each corner, with the purpose of having the child request him or her to stop in the correct place. • Praise the child each time he or she performs correctly. For each incorrect behavior discuss the problem with the child, and then repeat the activity.

Safety Tag Game No. 2

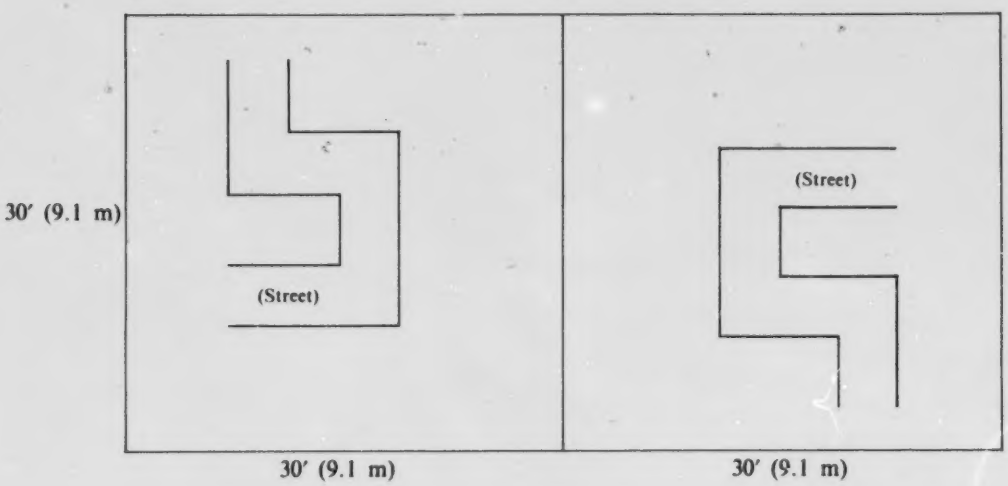
Safety Tag Game No. 2 is designed to increase pupils' awareness of street edges. The layout needed to play this game is shown below. The layout is essentially identical to that used for Safety Tag Game No. 1 except that two adjacent game squares are required, and in one the street area is flopped, or reversed. (See the game layout.) A full volleyball court is ideal for playing this game. The class should be divided into halves, and each half of the class should be assigned to play in one of the game squares. The rules of the game are as follows:

- One player in each game square is to be designated as "it." This player is to try to tag each of the others or to cause the others to violate one of the rules described below.
- Players not designated as "it" are to position themselves within the playing area but outside the area marked as the street.
- "It" attempts to tag the other players. All players, including "it," are to walk at all times; no running is permitted.
- Players who are tagged or who run, enter the street area, touch the edge of the street area, or leave the game square are out of the game.
- Players who are eliminated from the game are to be instructed as follows. The first six players eliminated from each game are to stand next to Square 2. The next six players eliminated from each game are to stand next to Square 1. Those standing next to Square 2 will play the next game in this square. Players standing next to Square 1 will play the next game in Square 1.
- Each of the two games is over when only three players remain in the squares.
- All players who have not been tagged should be considered as having met the objectives of the game.

The activity should be continued until all participants have played three times. It is recommended that the game be played for approximately 15 minutes at least once a month for one semester.

Playing games simultaneously allows the pupils to participate to a greater extent than was possible in Safety Tag Game No. 1, and therefore their skills can be expected to improve more rapidly than they did as a result of playing Game No. 1. The first 12 children eliminated from the first game will probably be those pupils whose psychomotor development lags behind that of the other pupils. Thus, in the second round of games, children of similar ability levels will play together.

Game Layout No. 2



Lesson 3 Suggested time—15 minutes

Recognizing the Parts of Intersections

This lesson is designed to teach the pupils to recognize the parts of an intersection (corner).

Instruction

Lesson 3 requires approximately 15 minutes and is to be conducted on the sidewalk adjacent to the school.

Take the pupils for a walk around the school. Stop the pupils at each corner (intersection) to give them opportunities to see and recognize the features of each. Explain that the point at which two or more streets meet is called an intersection and that some intersections are small and others are very large, depending on the size of the streets. Emphasize that cars move through intersections to cross another street. If the intersection has painted lines marking the crosswalks, call attention to these, and point out that many crosswalks are marked with these yellow or white lines. Explain that a sidewalk generally continues on the other side of the street at an intersection. Explain also that at an intersection a pedestrian may have a choice of several directions in which to continue walking. The students must understand that drivers expect pedestrians to wait near the edge of the street for cars and other vehicles to pass.

Expected Outcome

Upon completing Lesson 3, the pupils will be able to recognize and name the parts of intersections.

Parent Participation

The parent is to take the child for a walk, making sure that they encounter at least four intersections. The parent should ask the child to indicate recognition of an intersection as soon as the child is certain that he or she is approaching one. The child should point to the following parts of each intersection and name them: curb, street, crosswalk (if marked), and sidewalk. The parent should remind the child that drivers expect pedestrians to cross at intersections and to wait on the curb for vehicles to pass. At each intersection the child is to turn and follow the sidewalk; the child should not cross the street. The parent should praise the child for each correct action. If the child experiences difficulty, the parent should discuss the problem with him or her.

Recognizing the Parts of Intersections

Lesson emphasis:

Teaching the pupils to recognize and name the parts of an intersection (corner)

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to recognize and name the parts of an intersection.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• The terms "corner" and "intersection" mean the same thing. • The place where different streets meet is called an intersection. • Generally, sidewalks continue on the other side of the street at an intersection. • Sidewalks also turn left or right at most intersections. • Many crosswalks are marked with painted lines. • Cars can approach from many directions at an intersection. • At intersections drivers expect pedestrians to wait at the edge of the street for cars and other vehicles to pass.	• Take the pupils for a walk on the sidewalk adjacent to the school. Explain that the terms "corner" and "intersection" mean the same thing. • Point to the various characteristics that can be used to identify an intersection, and name or describe each one: 1. Two or more streets come together at an intersection. 2. Sidewalks generally continue on the other side of the street at an intersection. 3. Sidewalks also generally turn right or left at intersections. 4. Crosswalks are often marked by painted (yellow or white) lines. 5. Vehicles can approach an intersection from several directions. • Explain that the corner is the place where drivers expect pedestrians to cross the street and to wait on the curb for vehicles to pass before attempting to cross the street. • At each intersection select pupils to point to the features of an intersection and to name each one. • Commend the pupils for correct responses, and assist those having problems with a concept or activity.	• While on a walk around the school, identify the characteristics of each intersection. • At each intersection explain the concept that drivers expect pedestrians to wait at the corner for vehicles to pass.	• Take the child for a walk near their home. • During the walk have the child identify and point to each intersection being approached. • Emphasize the concept that the terms "corner" and "intersection" mean the same thing. • Have the child point to each identified characteristic of the intersection. • Review with the child that drivers expect pedestrians to cross the street at the corner but that they expect pedestrians to wait until vehicles have passed. • Praise the child for each correct response or behavior. Discuss any difficulties the child may be having in this activity, and then continue to the next intersection to give the child another opportunity.

Lesson 4 Suggested time—15 minutes

Recognizing Where Vehicles Will Be Found

This lesson is intended to teach the pupils where pedestrians can expect to encounter vehicles.

Instruction

Lesson 4 requires about 15 minutes and is to be conducted on the sidewalk adjacent to the school.

Explain that vehicles may be parked at the curb, in a driveway, or in a parking lot. Point out also that vehicles may be moving along the street or in parking lots, alleys, and driveways. Have individual children point to vehicles that are parked, stopped, or moving.

Expected Outcome

Upon completing Lesson 4, the pupils will be able to identify locations where vehicles commonly travel or park.

Parent Participation

The parent is to take the child for a walk around the block near their home and have the child point out places where one can expect vehicles to be parked, stopped, or moving. The child is to direct the parent to stop before crossing any street, alley, driveway, or parking lot. At the same time, the child will point to vehicles that are parked, stopped, or moving. The parent should praise the child each time the child exhibits the desired behaviors and should help the child with any problems that he or she may be having. If necessary, the parent should provide additional opportunities for the child to practice.

Recognizing Where Vehicles Will Be Found

Lesson emphasis:

Teaching the pupils where they should expect to find cars moving, stopped, or parked

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to identify locations where vehicles commonly travel or park.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• The locations where vehicles normally travel or park include: 1. Streets 2. Alleys 3. Driveways 4. Parking lots	• Take the class for a walk on the sidewalk adjacent to the school, and point out those places where vehicles can generally be found. • Explain that vehicles move along the street and that they are normally found also in parking lots, alleys, and driveways. • Explain that vehicles can be parked at the curb, in a driveway, or in a parking lot. • Have children identify streets, alleys, driveways, and so forth. • Have one child at a time point to vehicles that are parked, stopped, or moving. • Praise children for correct answers and behaviors. If children make errors, discuss the problem with them, and then repeat the activity.	• While on a walk around the school, identify those places where vehicles can be found moving, stopped, or parked. • Direct the teacher to stop before crossing each street, alley, driveway, or the like. • Name streets, alleys, driveways, and so forth.	• Take the child for a walk around the block near their home. • Have the child point out places where vehicles are commonly found. • Have the child point to vehicles that are parked, stopped, or moving. • Have the child direct the parent to stop before crossing streets, alleys, driveways, or the like. • Praise the child each time he or she responds or behaves correctly. If the child makes an error, discuss the problem with her or him, and then repeat the activity.

Lesson 5 Suggested time—15 minutes

Recognizing Clues to Potential Danger from Vehicles

This lesson is designed to teach the pupils to recognize clues that indicate that a stopped or parked vehicle may begin to move.

Instruction

Lesson 5 requires approximately 15 minutes and is to be conducted in the school parking lot or on the sidewalk adjacent to the school.

Explain the various clues that indicate that stopped or parked vehicles may begin to move. Use parents (or aides) in several vehicles to teach the students that all of the following may indicate potential danger: occupied driver's seat, illuminated brake lights, illuminated back-up lights, sounds of the running engine, a flashing turn signal, and smoke from the tail pipe. Walk with the children in the parking lot or on the sidewalk, and have them point to the clues as they identify them. Call on one child to explain the perceived clues.

Expected Outcome

Upon completing Lesson 5, the pupils will be able to recognize the different clues that indicate that a stopped vehicle or parked vehicle may suddenly begin to move.

Parent Participation

Parents (or aides) will be placed in several vehicles parked in the faculty parking lot or at the curb of a street adjacent to the school. Each parent will be assigned to demonstrate one of the clues to potential hazards discussed above.

At home the parent is to reinforce the child's learning by taking the child for a walk around the block and asking him or her to point to and describe different clues to potential danger from vehicles. The parent should praise the child each time he or she responds satisfactorily and should discuss any clues that the child fails to identify.

Recognizing Clues to Potential Danger from Vehicles

Lesson emphasis:

Teaching the pupils to recognize the clues that indicate that a stopped or parked vehicle may begin to move

Suggested time:

15 minutes

Muterials and personnel needed:

Several cars and parent volunteers (or aides)

Expected outcome:

The pupils will be able to recognize the different clues that warn them that a stopped or parked vehicle may begin to move.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Clues that a stopped or parked vehicle may begin to move include: 1. A person in the driver's seat 2. Illuminated brake lights 3. Illuminated back-up lights 4. Sounds of a running engine 5. A flashing turn signal 6. Exhaust smoke	• Take the pupils to the school parking lot or to the sidewalk adjacent to the school. • Point out and explain each of the clues that indicate that a stopped or parked vehicle may begin to move. • As the pupils walk around the parking lot or along the sidewalk, have them identify clues that a stopped or parked vehicle may begin to move. (Parent volunteers or aides will be assigned to vehicles to provide the clues.) • Praise the pupils for correctly identifying and explaining the clues that a nonmoving vehicle may begin to move. Encourage the pupils to search for any clues that were not identified.	• When called on during a walk in the school parking lot or on the sidewalk adjacent to the school, identify and explain the clues that a stopped or parked vehicle may begin to move.	• Assist the teacher by demonstrating an assigned clue in a vehicle parked in the school parking lot or at the curb adjacent to the school. • Take the child for a walk around the block, and have the child point out and explain each clue that he or she recognizes. • Praise the child for each clue he or she recognizes, and encourage the child to search for those that he or she did not identify.

Lesson 6 Suggested time—15 minutes

Recognizing and Heeding Crosswalk Markings

This lesson is intended to teach the pupils to recognize marked crosswalks and to understand that marked crosswalks tell pedestrians to stop at the edge of the street and to search in all directions for traffic before crossing.

Instruction

Lesson 6 requires approximately 15 minutes and is to be conducted at a marked crosswalk near the school.

Explain that one purpose of marked crosswalks is to remind pedestrians that they are to stop at the edge of the street and check in all directions for approaching vehicles before crossing the street. Explain also that crosswalks are where drivers expect pedestrians to cross streets. Point out that the painted lines are provided to keep pedestrians walking in a straight line to the sidewalk on the opposite side of the street. Emphasize that if a pedestrian intends to cross more than one street of an intersection, he or she should complete the first crossing and then repeat the entire safe-crossing procedure to cross the second street. Explain that pedestrians can generally see crosswalks easily but that drivers may have difficulty seeing them. Have the pupils walk some distance away from the crosswalk to demonstrate to them the problem that a driver might have seeing it. Remind the pupils that drivers expect pedestrians to wait for vehicles to pass before crossing the street.

Use Safety Tag Game No. 3 to reinforce pupils' learning of the concept of this lesson. (See page 16.)

Expected Outcome

Upon completing Lesson 6, the pupils will be able to recognize marked crosswalks and will understand that marked crosswalks mean pedestrians should stop and search in all directions for approaching traffic before crossing the street.

Parent Participation

The parent is to take the child to an intersection with marked crosswalks. The child should demonstrate recognition and understanding of the meaning of marked crosswalks by stopping at the curb and searching for approaching vehicles. The parent should have the child point to all marked crosswalks at the intersection. The parent should praise the child for each correct response and behavior and should help the child with any problems she or he may be having with the concept.

Recognizing and Heeding Crosswalk Markings

Lesson emphasis:

Teaching the pupils to recognize marked crosswalks and to understand that marked crosswalks tell pedestrians to stop at the edge of the street and to search in all directions before crossing

Suggested time:

15 minutes

Materials needed:

Layout and instructions for playing Safety Tag Game No. 3

Expected outcome:

The pupils will recognize marked crosswalks and will understand that marked crosswalks indicate that pedestrians should stop and search in all directions for approaching traffic before crossing the street.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• The crosswalk is a pavement marking that identifies the best location for crossing the street. • A driver expects pedestrians at marked crosswalks to wait at the edge of the street for his or her vehicle to pass before the pedestrian crosses the street. • Crosswalk markings are designed to remind the pedestrian to cross the street in a straight line. • Crosswalk markings are a reminder for pedestrians to stop at the edge of the street and to search in all directions for traffic before crossing the street.	• While on a walk near the school, identify for the pupils those places where marked crosswalks exist. • Explain that the pupils should use marked crosswalks whenever possible to cross streets because drivers expect pedestrians to cross there. • Explain that the painted lines are to keep pedestrians walking in a straight line to the opposite side of the street. • Take the pupils to a crosswalk to show them how easily pedestrians can see crosswalks. Then walk them a distance away from the intersection so that they see how difficult it may be for drivers to see crosswalks. • Have pupils point to approaching vehicles and name each, by type; for example, bus, car, or motorcycle. • Explain that drivers expect pedestrians at marked crosswalks to wait for vehicles to pass. • Praise the pupils each time they identify a marked crosswalk and approaching vehicles. Discuss any errors they make, and give them another opportunity to respond or perform. • Teach the pupils to play Safety Tag Game No. 3. (See page 16.)	• While on a walk near the school, identify the marked crosswalks at each intersection. • At a distance from an intersection, recognize that the crosswalk markings are difficult to see. • When given a choice of where to cross the street, elect to use the marked crosswalk. • Demonstrate the correct procedure for preparing to use a crosswalk to cross a street: walk to the marked crosswalk, and search in all directions for approaching traffic. • Explain that drivers expect pedestrians at marked crosswalks to wait for vehicles to pass before crossing the street. • Participate in Safety Tag Game No. 3.	• Take the child to an intersection, and have the child point to marked crosswalks and explain what they mean. • Have the child explain that drivers expect pedestrians at marked crosswalks to wait for them to pass before crossing the street. • Have the child walk to the marked crosswalk and search in all directions for approaching vehicles. Have the child point to approaching vehicles and indicate what type of vehicle is approaching—car, bus, truck, or whatever. • Praise the child for each marked crosswalk he or she recognizes and for explaining that drivers expect pedestrians to wait for vehicles to pass before crossing the street.

Safety Tag Game No. 3

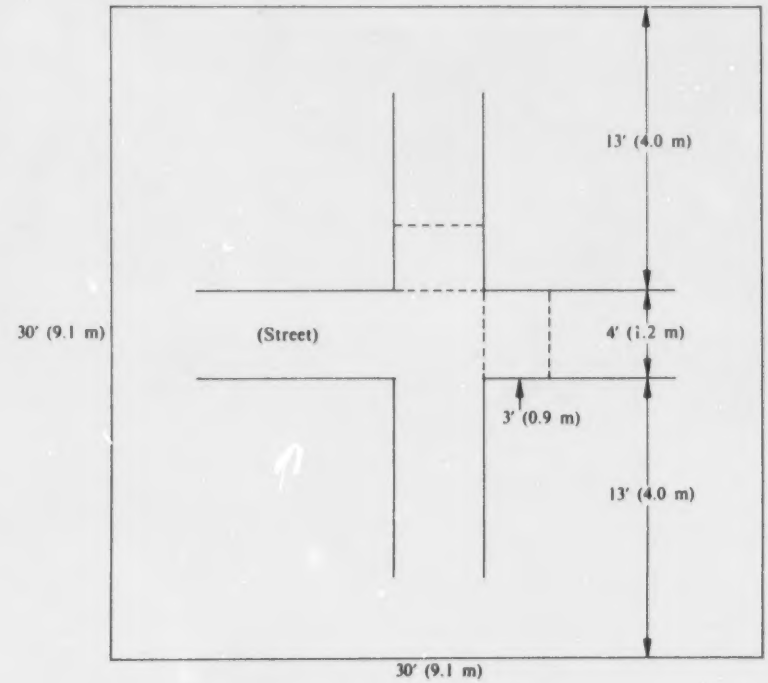
Safety Tag Game No. 3 is designed to increase the pupils' awareness of street edges and to reinforce their learning of the concepts that they should always stop at the edge of the street before attempting to cross and should cross only at marked crosswalks if possible. The layout to be used for this game is shown below. The rules of the game are as follows:

- One player is designated to be "it." This player is to try to tag each of the others or to cause them to violate one of the rules described below.
- Players other than "it" are to place themselves in the game square but outside the area marked as the street.
- To avoid being tagged by "it," players may walk anywhere within the square. Running is not permitted. Players are permitted to cross the street to avoid being tagged, but only under the following conditions: (1) players may cross only within a marked crosswalk; (2) before crossing the street, players must stop at the edge of the street without touching any lines; and (3) players must walk across the street.
- Players who are tagged or who violate any rules are out of the game. (As an alternative to being eliminated from the game, players can be given points for being tagged or violating a rule.)
- Players who have not been tagged (or who have not received points) should be considered as having met the objectives of the game.

It is recommended that the class play the game for approximately 15 minutes at least once a month for one semester.

A modification of Safety Tag Game No. 3 involves having two players designated as "it." One would participate in the street only, and the other would participate in the area other than the street. The "it" in the street is permitted to run, which helps simulate the presence of cars and other vehicles.

Game Layout No. 3



Lesson 7 Suggested time—15 minutes

Recognizing When No Traffic Is Present

This lesson is designed to teach pupils to recognize when no vehicles are approaching from any direction.

Instruction

Lesson 7 requires approximately 15 minutes and is to be conducted on the sidewalk adjacent to the school. The goal of this lesson is to train the pupils to cross the street *only* when no vehicles are approaching. This practice is recommended because of the limited development of the children involved.

Explain to the pupils that they are to develop the ability to recognize when no vehicles are approaching from any direction. At an intersection near the school, have the pupils check in all directions for approaching vehicles. Tell them to point at any approaching vehicles; if no vehicle is approaching, have them say "zero" or "none." The pupils should continue pointing at an approaching vehicle until it has passed. If another vehicle subsequently approaches, they should repeat the process. Once the pupils have determined that no vehicle is approaching, they are to place their arms at their sides. Explain to them that the only time they should enter a street is when no vehicles are approaching or when all vehicles have stopped to let pedestrians cross. The children can participate in the activities individually or in groups of two or three.

To facilitate learning of the concept, have the pupils play Safety Tag Game No. 4 on the playground. (See page 19.)

Expected Outcome

Upon completing Lesson 7, the pupils will be able to recognize when no traffic is moving on the street they wish to cross or on other streets that are part of the particular intersection.

Parent Participation

The parent is to take the child to an intersection near their home and have him or her point to any approaching vehicles and/or indicate when no vehicles are approaching from any direction. The parent should review with the child the concept that it is safe to cross the street *only* when no traffic is coming from any direction or when all traffic has stopped to allow pedestrians to cross.

Recognizing When No Traffic Is Present

Lesson emphasis:

Teaching the pupils to recognize when no vehicles are approaching from any direction and to cross streets only under "zero" traffic conditions

Suggested time:

15 minutes

Materials needed:

Layout and instructions for playing Safety Tag Game No. 4 (See page 19.)

Expected outcome:

The pupils will be able to recognize when no vehicles are moving on the street that they wish to cross or on other streets that are part of the intersection.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Pupils should not attempt to cross the street when vehicles are moving on it or on other streets that are part of the intersection. • Pupils should not enter a street unless they are sure that no vehicles are approaching from any direction.	• Take the class to the sidewalk adjacent to the school. Explain that as a moving vehicle appears, the members of the class should point to it and continue pointing until the vehicle has passed. Have them repeat the procedure for vehicles that subsequently approach. • Explain that the only time the pupils should enter the street is when no traffic is approaching. • Praise the pupils for each correct behavior. • Teach the pupils to play Safety Tag Game No. 4. (See page 19.)	• While they are standing on the sidewalk, point to any moving vehicle and continue pointing to it until it has passed. Repeat the process for any other approaching vehicle. When no vehicles are approaching, they should put their hands at their sides. • Indicate to the teacher when no vehicles are approaching and it is safe to enter the street. • Participate in Safety Tag Game No. 4.	• Take the child to an intersection near their home, and have the child point to any moving vehicles. • Have the child indicate when no traffic is approaching from any direction and, thus, when it is safe to cross the street. • Praise the child for each correct behavior. If the child fails to recognize a moving vehicle, discuss the problem with him or her, and then continue the lesson until the child can perform with complete accuracy.

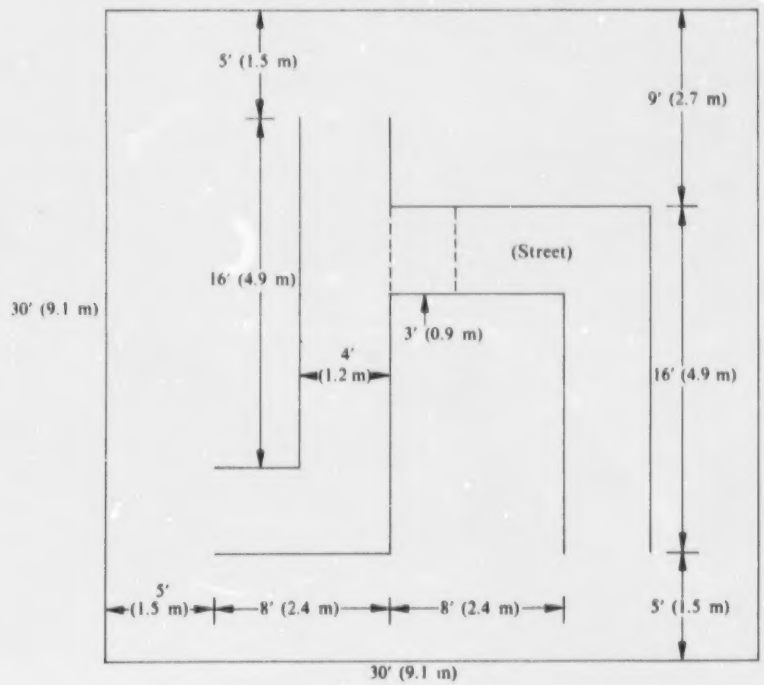
Safety Tag Game No. 4

Safety Tag Game No. 4 is designed to increase pupils' awareness of street edges and to reinforce their learning of the concepts that they should stop at street edges and search in all directions for approaching vehicles before they attempt to cross the street. The layout to be used for Safety Tag Game No. 4 is shown below. The rules of the game are as follows:

- Two students are designated as "it." Both attempt to tag all of the other players or to cause them to violate one of the rules cited below.
- Players who are not "it" place themselves in the game square but outside the area designated as the street. They may walk (but not run) in any direction to avoid being tagged. Players who are designated as "it" may run only while in the street.
- The players who are not "it" may cross the street under the following conditions: (1) they may cross only within the marked crosswalk; (2) before crossing, they must stop at the edge of the street without touching any lines; and (3) they must walk across the street.
- Players who are tagged or who violate a rule are out of the game (or receive points). Players eliminated from the game are to sit or stand near the teacher until the game is finished.
- Players who have not been tagged (or who have not received points) should be considered as having met the objectives of the game.

It is recommended that the class play the game for approximately 15 minutes at least once each month for one semester.

Game Layout No. 4



Lesson 8 Suggested time—15 minutes

Recognizing When Vehicles Have Passed

This lesson is intended to teach the pupils to recognize when vehicles have passed.

Instruction

Lesson 8 requires approximately 15 minutes and is to be conducted on the sidewalk adjacent to the school.

For a child to recognize when it is safe to cross the street or to enter the street, he or she must be able to distinguish between those vehicles that are approaching him or her and those vehicles that have already passed.

Have the pupils stand on the sidewalk, point at an approaching vehicle, and follow its progress with their hands as it passes them. As the vehicle approaches and passes the pupils, their arms pass in front of their bodies, which indicates that the vehicle is a hazard. When their arms have passed their bodies, the vehicle has passed. In the absence of any moving vehicles, the pupils are to hold their arms at their sides. Before entering any street or other traffic area, children should check for approaching vehicles from every direction and should not leave the edge of the street unless it is clear of traffic or unless all traffic has stopped to let pedestrians cross.

Expected Outcome

Upon completing Lesson 8, the pupils will be able to recognize which vehicles are approaching and which ones have already passed. They will also be able to describe both situations.

Parent Participation

The parent is to take the child to the sidewalk in front of their home and have the child point to vehicles that are approaching and state when such vehicles have passed. The parent should praise the child for recognizing the difference. The parent should also reinforce the concepts that a vehicle that has gone by is no longer a hazard and an approaching vehicle is a signal for the pedestrian to wait. The parent should praise the child for each correct response or behavior and discuss with him or her any difficulties he or she may be experiencing. If the child does make mistakes, the parent should provide additional opportunities for recognition after their discussion.

Recognizing When Vehicles Have Passed

Lesson emphasis:

Teaching the pupils to recognize when vehicles have passed them

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to recognize which vehicles are approaching and which ones have already passed.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Approaching vehicles represent hazards to pedestrians. • Pupils should attempt to cross the street only after an approaching vehicle has passed and no other vehicle is approaching. • Pupils should not attempt to cross the street until they are sure that a vehicle that has just passed is not blocking their view of another vehicle approaching from the opposite direction.	• Take the pupils to the sidewalk adjacent to the school. • Have the pupils point at any vehicle that is approaching and follow it with their hands until it has passed. Have them repeat the process until no vehicles are approaching. • Have the pupils demonstrate that they recognize that the vehicle has passed by telling the teacher that it has passed. • Explain that before entering the street, the pupils should always search in every direction for approaching vehicles. • Explain that the pupils should not enter the street until it is clear of traffic. • Have the pupils tell when it is safe to cross the street because no vehicles are approaching. • Praise the pupils for each vehicle they point to and follow with their hands and for telling when the vehicle has passed.	• While standing on the sidewalk, demonstrate that they recognize a moving vehicle by pointing at it. Continue pointing at the vehicle until it has passed. Repeat the process until no vehicles are approaching. • Recognize that as the arm passes in front of the body the vehicle is also passing. • Demonstrate recognition that the vehicle has passed by telling the teacher when it has passed. • Tell the teacher when a vehicle that has passed is hiding another vehicle approaching from the opposite direction. • Tell the teacher when it is safe to cross the street because no vehicles are approaching.	• Take the child to the sidewalk in front of their home. • Have the child point to approaching vehicles and state when they have passed. • Explain that a vehicle that has passed is not a hazard and that the child should then search for other approaching vehicles. • Explain that a vehicle that has passed could be hiding another vehicle approaching from the opposite direction and that it is necessary to search for such vehicles. • Praise the child for recognizing the difference between vehicles that are approaching and those that have passed. Help the child in areas in which he or she makes errors.

Looking for Turning Vehicles

This lesson is designed to teach pupils to recognize vehicles that are turning, with particular emphasis on recognizing those vehicles that will pass through the crosswalk the pupils would use to continue walking.

Instruction

Lesson 9 requires approximately 15 minutes and is to be conducted at a busy intersection. (If the school is located in an area with little traffic, it may be necessary to ask parents, aides, or other teachers to drive vehicles for the lesson.)

Call on one pupil at a time to point to every vehicle that turns at the intersection. Tell the child to point to the vehicle as soon as she or he recognizes that it is going to turn. Small groups of children can be involved simultaneously in this activity. Place each group at different locations near the corner so that each group has a different perspective of the turning vehicle. Rotate the groups to give each child an opportunity to observe from each location. Explain that it is difficult to tell whether a vehicle is going to turn until the turning movement begins. Emphasize that the only reliable clue is the path of the vehicle.

Expected Outcome

Upon completing Lesson 9, the pupils will be able to recognize turning vehicles and especially those vehicles that will pass through the crosswalk the pupils would use to continue walking.

Parent Participation

The parent is to take the child to an intersection, have the child close his or her eyes, and have the child identify the various sounds that he or she hears. The child should also point in the direction from which he or she believes each sound comes. Special emphasis should be placed on the child's identifying the sounds of cars and other vehicles. The parent should praise the child for each correct response and should help the child correct any mistakes that he or she makes.

Looking for Turning Vehicles

Lesson emphasis:

Teaching the pupils to recognize vehicles that are turning, especially those that will pass through the crosswalk the pupils would use to continue walking

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to recognize turning vehicles, especially those that will pass through the crosswalk the pupils intend to use.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• There are many clues that a pedestrian can use to determine whether a vehicle is turning: 1. The vehicle moves into the lane closest to the curb or moves closer to the curb if it is already in that lane. 2. The vehicle has a flashing turn signal. 3. The vehicle slows down. 4. The vehicle's wheels turn.	• Take the pupils to a busy intersection. (If the school is located in an area with little traffic, it may be necessary to ask parents, aides, or other teachers to drive vehicles for the lesson.) • Explain to the pupils the clues drivers often give to indicate their intention to turn. • Explain that it is difficult to tell whether a vehicle is going to turn and that the only reliable clue is the path the vehicle takes. • As vehicles approach, have the pupils respond verbally to the question, "Which way will the vehicle go?" • Select one pupil at a time to identify the courses of approaching vehicles. Have the pupil point at each turning vehicle and state whether or not it is turning. • Have the pupil indicate whether the vehicle will pass through the crosswalk he or she would use to continue walking. • Praise the pupils for each correct response.	• While standing at a busy intersection, point at each vehicle that turns at the intersection and passes through a selected crosswalk. • Identify (state) when each vehicle begins to turn, and state the direction of the turn. • Describe orally all clues that a vehicle is about to turn.	• Take the child to an intersection, and have the child point to those vehicles that turn in the intersection. • Ask the child to identify those vehicles that give advance warning of a turn and those that do not. • At selected times ask the child whether it is safe to cross the street. Have the child give a reason for his or her answer. • Praise the child for correct responses, and encourage the child to concentrate on the clues that indicate that a vehicle may turn. Help the child overcome any difficulties he or she may be having.

Lessor 10 Suggested time—15 minutes

Deciding Whether It Is Safe to Cross the Street

This lesson is intended to teach the pupils to recognize that a vehicle is approaching and to decide whether or not it is safe to cross the street.

instruction

Lesson 10 requires approximately 15 minutes and is to be conducted on the sidewalk adjacent to the school.

Explain to the pupils that they are to determine whether vehicles are approaching and indicate when there is no traffic or when all traffic has stopped to let pedestrians cross. Have each pupil consider the traffic conditions and answer the question, "Should I wait, or should I go?"

Expected Outcome

Upon completing Lesson 10, the pupils will be able to recognize whether or not vehicles are approaching and will enter the street only when they are sure that no vehicles are approaching from any direction or when all approaching vehicles have stopped to let pedestrians cross.

Parent Participation

The parent is to take the child for a walk near their home. The parent will demonstrate for the benefit of the child the technique of asking and answering the question, "Should I wait, or should I go?" The parent should answer "go" only when no traffic is approaching from any direction. The parent will have the child ask himself or herself the same question several times. The parent should praise the child for correct responses. If the child makes any errors, the parent should help the child overcome the problem, and then he or she should have the child repeat the activity.

Deciding Whether It Is Safe to Cross the Street

Lesson emphasis:

Teaching the pupils to recognize approaching vehicles and to decide whether or not it is safe to cross the street

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will recognize that it is safe to cross the street only when no vehicles are approaching.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Approaching vehicles indicate that it is not safe to cross the street.	• Take the pupils to the sidewalk adjacent to the school. • Explain to the pupils that they are to recognize the presence of approaching vehicles and identify when no traffic is approaching. • Explain to the pupils that they are to ask and answer the question, "Should I wait, or should I go?" • Praise the pupils for correct responses, and encourage them to try again when they make an error.	• While standing on the sidewalk, recognize that vehicles are approaching. • Ask and answer the question, "Should I wait, or should I go?" • Tell what clues were used to answer the question "Should I wait, or should I go?"	• Take the child for a walk. • Demonstrate the technique of asking and answering the question, "Should I wait, or should I go?" The parent should answer "go" only when no vehicles are approaching. • Have the child ask and answer the question, "Should I wait, or should I go?" • Praise the child for correct responses, and encourage the child to try again when he or she makes an error.

Lesson 11 Suggested time—30 minutes

Using Traffic Signals

This lesson is designed to teach pupils how to use traffic signals.

Instruction

Lesson 11 requires approximately 30 minutes and is to be conducted on the playground.

Use the layout for Safety Tag Game No. 3 (see page 16) to demonstrate the concept of controlling traffic flow to reduce congestion and pedestrian-vehicle conflicts. Divide the class into four groups, and place all the pupils in the area marked as the street. Have them walk along the street through the uncontrolled intersection. Point out that the congestion in the intersection creates conflict (pupils' having to slow down or bumping into others). Emphasize the need for controlling entry into the intersection. Invite the pupils to discuss methods of reducing the problems they have just experienced.

Discuss traffic signals with the class. Explain that pedestrians and vehicles that face red are to stop and that those that face green may continue moving. Point out that it is possible for pedestrians and vehicles to be "caught" within the intersection when a light changes from green to red. Explain that yellow lights are provided to help solve this problem; they warn that the light is about to change, and they allow time for vehicles and pedestrians to "clear" the intersection before the change.

Select four pupils to hold traffic signal cards. (See page 64.) Each card should have the green light colored on one side and the red light colored on the other side. The coloring should be done with crayon, not paint. Place one pair of pupils so that they are facing each other across one of the marked crosswalks. (See the diagram for Safety Tag Game No. 3.) Place the other pair of pupils so that they are facing each other across the other marked crosswalk. One of the pairs of pupils with the traffic signal cards should be showing the green lights, and the other should be showing the red lights. Upon the command of the teacher, the pupils will flip their cards, thus changing the signal color.

Divide the rest of the pupils into two equal groups, and place each group in a line facing one of the marked crosswalks. (The two lines should be facing the "corner" on which there are two pupils holding traffic light cards.) One group will be facing a red signal, and the other will be facing a green signal. Have the pupils react to the signal facing them (go or stop). Have the groups cross both intersections.

Now divide the two groups in half, and place the four groups so that two will be crossing in opposite directions at each of the marked crosswalks. Instruct the pupils to react to the signals again. Be sure the pupils holding the cards have an opportunity to practice crossing.

After the pupils have demonstrated the ability to react correctly to the traffic signals, use the pedestrian signal cards to introduce pedestrian signals. (See page 81.) Ideally, the colors used on these cards should be the same as those on actual pedestrian signals in the community. Assign four pupils to hold the pedestrian signal cards, and place them in the positions that were occupied earlier by the pupils who held the traffic signal cards. Use only the WALK and DONT WALK signals at first. (Be sure to explain that some signals say WAIT instead of DONT WALK and that the WAIT signals are gradually being phased out.) Repeat the procedures described above. Once the pupils can react correctly to these signals, use both the traffic and pedestrian signals in combination. Be sure to give the original card holders an opportunity to practice the skills being learned.

When the pupils can react correctly to the combination of signals, designate two groups to pretend that they are vehicles. The other groups will continue to be pedestrians. Instruct the "vehicles" to react only to the traffic signals. Be sure to emphasize to those pedestrians facing the DONT WALK signal that they are to remain on the curb until the light changes to green and the pedestrian signal says WALK. Remind them to make sure that the intersection is clear before they attempt to cross the street. Explain that when the signal changes from WALK to DONT WALK, those pedestrians who are not in the street are to wait at the edge of the street and that those who are in the crosswalk are to continue to cross, walking quickly but not running.

Expected Outcome

Upon completing Lesson 11, the pupils will be able to recognize the signals that control pedestrian and vehicle movement and will react to only the appropriate signal when crossing the intersection.

Parent Participation

The parent is to take the child to the nearest intersection controlled by a traffic signal and have the child explain the meanings of the different lights. If the traffic signal has a pushbutton control, the parent should have the child push the button to change the signal. The child should then help the parent to cross all four legs of the intersection in the correct manner. The parent should praise the child for each successful crossing. If the child makes an error, the parent should discuss the situation with the child, and then have the child help him or her attempt another crossing. This lesson should be repeated at least once each week for four weeks.

Using Traffic Signals

Lesson emphasis:

Teaching pupils how to use traffic signals

Suggested time:

30 minutes

Materials needed:

Layout for Safety Tag Game No. 3, traffic signal cards, pedestrian signal cards, and *Pedestrian Rules of the Road in California* (Sacramento: California State Department of Education, 1979), pp. 16—23

Expected outcome:

The pupils will be able to recognize traffic signals that control vehicular and pedestrian traffic and will use intersections only during the appropriate signal phase.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Traffic controls are needed to minimize congestion and conflict. • The pupils should enter the street on a new green light only. • The pupils should enter the street only when WALK is displayed. • Pupils crossing the street when the DONT WALK signal comes on should continue crossing. • Many pedestrian signals are controlled by means of a pushbutton.	• Take the pupils to the playgound. • Use the layout for Safety Tag Game No. 3 (see page 16) to demonstrate traffic flow problems, including an uncontrolled intersection, congestion, and vehicle-pedestrian and pedestrian-pedestrian conflicts. • Use the traffic flow problems as a basis for illustrating means of controlling traffic. • Discuss the following traffic controls: stop sign, traffic signal, and pedestrian signal, including the pushbutton to change the traffic and pedestrian signals. Be sure to explain that some signals say WAIT instead of DONT WALK and that the WAIT signals are gradually being phased out. • Using the game layout, explain the use of traffic signals, and have the pupils demonstrate their use. (See the directions under "Instruction," beginning on page 26.) • Use pupils as pedestrians, traffic signals, and vehicles.	• By participating in the playground activity, demonstrate recognition of traffic flow problems in an uncontrolled intersection. • Recognize and explain the meaning of each color in the traffic signal. • Recognize and explain each phase of the pedestrian signal. • While participating in the playground activity, each pupil will recognize each phase of the pedestrian signal, and cross only during the appropriate signal phase. • Start to cross the intersection only on the new green light. • Start to cross the intersection only on the WALK phase of the pedestrian signal, and continue crossing (*walking*) if the signal changes to DONT WALK. • Refuse to start to cross on any other phase of the signal. • Operate a pushbutton-controlled pedestrian signal if one is nearby. • Participate in a variation of Safety Tag Game No. 3.	• Take the child to the nearest traffic signal, and have the child explain the meaning of the different lights on the traffic signal. • Cross all four legs of the intersection with the child. • Have the child explain the correct crossing procedure. • If the pedestrian signal is controlled by a pushbutton, have the child push the button to operate the signal. • Praise the child for each correct response. If the child makes an error, discuss it with her or him, and then have the child attempt another crossing. • Repeat this lesson once each week for four weeks.

Using Traffic Signals (continued)

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
	• Practice with the traffic signal cards. • Practice with the pedestrian signal cards. • Discuss the pushbutton on pedestrian signals, and show the pushbutton illustration to the student. • Take the pupils to a pushbutton-controlled pedestrian signal if one is nearby, and give them an opportunity to operate the signal. • Praise the pupils for each correct response. Help those experiencing problems.		

Lesson 12 Suggested time—15 minutes

Developing Auditory Perception

This lesson is intended to teach pupils to recognize sounds and their locations. Emphasis is placed on those sounds that warn pedestrians of possible danger from vehicles.

Instruction

Lesson 12 requires approximately 15 minutes and is to be conducted in the classroom.

Have the pupils sit in a circle on the floor. Have them close their eyes. Walk through and around the circle with a tape recorder and a tape of various common sounds, including traffic-related sounds. Explain that the pupils are to listen for each sound, to identify it, and to point in the direction from which it came.

Have the pupils cut out from old magazines pictures of various things that make sounds, including various types of vehicles. Give each pupil a sheet of paper that is 30 inches by 40 inches (76. 2 centimetres by 101.6 centimetres) and that is ruled into four parts. Have the pupils paste all the pictures of things that make sounds commonly heard in the home in one section of the paper, all the pictures that represent traffic sounds in another section, and so forth. The playground, store, and the yard are examples of other possible categories.

Expected Outcome

Upon completing Lesson 12, the pupils will be able to distinguish traffic sounds from other common sounds in the environment, and they will be able to indicate the directions from which various sounds come.

Parent Participation

The parent is to take the child outside in front of their home and have the child close his or her eyes. Each time the child hears a sound, she or he is to identify the source of the sound and point in the direction from which the sound came. The parent should praise the child for each correct response and especially for each correct identification of a sound made by some type of vehicle. The parent should discuss any difficulties or errors, and then repeat the activity. The child should be reminded of the importance of listening for vehicles when preparing to cross the street.

As an additional learning activity, the parent should look through a magazine with the child and should have the child point out pictures of objects that make sounds that warn of traffic hazards for pedestrians.

Developing Auditory Perception

Lesson emphasis:

Teaching pupils to recognize sounds and their locations, with emphasis on those sounds that warn pedestrians of possible danger from vehicles

Suggested time:

15 minutes

Materials needed:

Tape recorder; tape of familiar sounds, including sounds made by various types of vehicles; and old magazines, scissors, paste, and paper

Expected outcome:

The pupils will be able to distinguish traffic sounds from other common sounds in the environment and will be able to locate where those sounds come from.

	Activities		
Concept	*Teacher*	*Pupils*	*Parent*
• Different types of vehicles make different types of sounds. • The sounds vehicles make can serve as warnings of possible danger to pedestrians.	• Seat the class in a circle on the floor in preparation for listening to a tape of various types of sounds. • Explain that the pupils are to listen for both traffic sounds and nontraffic sounds. • Explain that the pupils are to identify the source of each sound. • Explain that the pupils are to point in the direction from which each sound comes. • Explain that the pupils are to indicate whether each sound is near or far. • Explain that the pupils are to think about the importance of the sounds to their safety. • Have the pupils close their eyes, and play the tape for them while walking around and through the circle. • Ask the pupils what sound they heard. • Tell the pupils to point in the direction from which the sound came. • Ask the pupils whether the sound came from near or far.	• While sitting on the floor with their eyes closed, listen to a tape recording of various sounds. • Identify the source of each sound. • As they hear a sound, point in the direction from which the sound comes. • After each sound respond to the question, "Was the sound near or far?" • After each sound respond to the questions, "When you want to cross the street, is this sound important for you to hear?" "Why?" (Or "Why not?") • Cut out from magazines one picture for each of four sound categories designated by the teacher.	• Take the child to a safe place in front of their home. • Ask the child to close his or her eyes and to listen to various sounds. • Have the child identify each sound that she or he recognizes. • Have the child point in the direction of the sound. • Emphasize that the child should listen especially for traffic sounds. • Praise the child for each correct response. For each error tell the child to concentrate more and to try again. • Look through a magazine with the child. • Have the child point to pictures that include sound-producing objects. • Have the child identify in the pictures objects that could be hazardous to pedestrians. • Reinforce the concept that when the child is preparing to cross the street, listening for traffic sounds is as important as looking for traffic.

Developing Auditory Perception (continued)

Concept	*Activities*		
	Teacher	*Parent*	*Pupils*
	• Explain to the pupils that before crossing the street, they should listen and look for traffic. • Provide magazines from which pupils can cut out pictures of the sources of various sounds. • For each pupil divide a 30-inch by 40-inch (76.2-centimetre by 101.6-centimetre) sheet of paper into four rectangles. Designate for each section a sound category or description; for example, traffic, home, loud, quiet, pleasant, and unpleasant. • Explain that each pupil is to find one picture for each category, cut out the pictures, and paste them in the appropriate sections. • Praise the pupils for each correct response.		

Lesson 13 Suggested time—15 minutes

Listening for Traffic

This lesson is designed to teach pupils to recognize sounds that are important to their safety as pedestrians.

Instruction

Lesson 13 requires about 15 minutes and is to be conducted on the sidewalk adjacent to the school.

While they are standing on the sidewalk, have the children close their eyes and listen for sounds. Have the pupils identify every sound they hear, and have them point in the direction from which the sounds come. Explain that sounds often make it difficult to hear approaching vehicles and that therefore the pupils should not enter the street until no vehicles can be heard or seen approaching.

As an alternative approach, have half the class close their eyes and the other half observe them in this activity. Then have the two groups reverse their roles.

Expected Outcome

Upon completing Lesson 13, the pupils will be able to recognize the sounds made by various types of vehicles.

Parent Participation

The parent is to take the child to an intersection, have the child close his or her eyes, and have the child identify the sounds that he or she hears. The child should also point in the direction from which each sound comes. Special emphasis should be placed on the child's identifying the sounds of vehicles. The parent should praise the child for each correct response and should help the child correct any errors he or she makes.

Listening for Traffic

Emphasis:

Teaching pupils to recognize sounds that are important to their safety as pedestrians

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to recognize the sounds made by various types of vehicles.

	Activities		
Concept	*Teacher*	*Pupils*	*Parent*
• It is important to distinguish between traffic sounds and nontraffic sounds. • Nontraffic sounds often hide the sounds of approaching traffic. • The pupils should not enter the street until no traffic sounds can be heard and no vehicles can be seen moving on the street.	• Take the pupils to the sidewalk adjacent to the school. • Have each pupil close his or her eyes and listen for sounds. • Direct each pupil to point at each sound she or he hears and identify each sound. • Have half the class close their eyes and the other half observe their actions. Then have the pupils reverse roles. • Praise the pupil for each correct response. Help those who do not respond with total accuracy.	• With their eyes closed, distinguish between the sounds made by vehicles and those from other sources. • Half of the class—With eyes closed, distinguish between the sounds made by vehicles and those from other sources. The other half of the class—With eyes open, point to moving vehicles. • Reverse the roles played in the previous activity.	• Take the child to a nearby intersection. • Have the child close his or her eyes and identify various sounds. • Have the child point in the direction from which the sounds come. • Praise the child for each correct response, and help him or her correct any errors.

Lesson 14

Suggested time—15 minutes

Helping Others Detect Approaching Vehicles

This lesson is designed to teach the pupils to help their friends search for and detect approaching vehicles. In pairs the children are to help each other cross the street safely.

Instruction

Lesson 14 requires about 15 minutes and is to be conducted on the sidewalk adjacent to the school.

Pair off the pupils. Explain that they are to help each other locate and recognize approaching vehicles. Explain that two or more people searching for vehicles can be helpful in preventing one of them from not seeing important clues to potential hazards. Have each pair step to the edge of the street and work together in searching for and detecting approaching vehicles. Each one should tell the other what he or she sees and hears.

Expected Outcome

Upon completing Lesson 14, the pupils will be able to help others detect approaching vehicles. The pupils will also increase their awareness of the concept of helping a friend.

Parent Participation

The parent is to take the child for a walk on which they must cross at least three intersections. The parent should ask the child to assist in detecting approaching vehicles before the parent and child enter the street. The parent should praise the child for the help she or he gives. If the child makes a mistake, the parent should discuss it with him or her and then should have the child repeat the activity to master the concept.

Helping Others Detect Approaching Vehicles

Lesson emphasis:

Teaching the pupils to help others search for and detect approaching vehicles.

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will be able to assist one another in detecting approaching vehicles and will increase their awareness of the concept of helping a friend.

	Activities		
Concept	*Teacher*	*Pupils*	*Parent*
• When pupils are with a friend, they should help each other search for vehicles. • When pupils are with a friend, they should not start to cross the street until both have agreed that no vehicles are approaching.	• Take the pupils to the sidewalk adjacent to the school. • Pair off the pupils. • Explain that each one is to help the other search for and detect approaching vehicles. • Explain that two people searching for vehicles can help prevent one of them from not seeing clues to potential hazards. • Explain that each pair is to walk to the edge of the street and work together in looking and listening for approaching vehicles. Each one is to tell the other one what he or she sees and hears. • Explain that until both have agreed that no vehicles are approaching, neither is to start to cross the street. • Praise the pupils for correct performance, and discuss with them any errors they make.	• When paired up with another pupil, walk to the edge of the street, and exchange information concerning approaching vehicles. • In pairs, agree when no vehicles are approaching.	• Take the child for a walk, crossing at least three intersections. • Ask the child to assist in detecting approaching vehicles before the parent and child enter the street. • At each crossing be sure that the child agrees that no vehicles are approaching before the parent and child cross the street. • Praise the child for each correct response, and help the child correct any errors she or he makes.

Making Eye Contact with Drivers

This lesson is intended to teach the pupils to make eye contact with drivers before they attempt to cross in front of stopped vehicles.

Instruction

Lesson 15 requires approximately 15 minutes and is to be conducted both in the classroom and outside.

In the classroom discuss eye contact, and demonstrate what the term means. Show and discuss various ways of getting one's attention (eye contact). Show how to use the hands, body movement and positioning, sounds, and colors to get eye contact. Talk about types of obstructions that prevent one from seeing the eyes of drivers; for example, walls, fences, shrubs, shadows, and parked and moving vehicles. Ask the pupils to give examples of obstructions from their own experiences, to tell how they were affected, and to tell how they solved the problem.

Take the pupils to the sidewalk adjacent to the school, and pair them off. Explain that as vehicles pass, the pupils are to tell each other whether or not the drivers are looking at them.

Expected Outcome

Upon completing Lesson 15, the pupils will know how to make eye contact with the drivers of approaching vehicles and will avoid crossing in front of any driver with whom they have not made eye contact.

Parent Participation

The parent is to take the child for a walk around the block and have the child point out obstructions (obstacles) that affect one's ability to see the eyes of approaching drivers. The parent should ask the child to point out especially those parked vehicles that are obstructions. The parent should also have the child discuss how to overcome the problem caused by each obstacle and where appropriate have the child put the parent in the proper line of sight to make eye contact with a driver. The parent should praise the child for each correct response. For each incorrect response the parent should discuss the concept with the child and then provide opportunities for additional practice at another location.

Making Eye Contact with Drivers

Lesson emphasis:

Teaching the pupils to make eye contact with drivers before attempting to cross in front of stopped vehicles

Suggested time:

15 minutes

Materials needed:

None

Expected outcome:

The pupils will seek to make eye contact with drivers of approaching vehicles and will avoid crossing in front of any driver with whom they have not made eye contact.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Making eye contact means making sure that the driver of a vehicle sees you. • The techniques that a pedestrian can use to make eye contact with others include moving hands or feet, getting into the driver's line of sight, using sounds, and wearing bright colors (white, yellow, or orange for daytime; white at night). • One can be prevented from making eye contact by such obstacles as walls, fences, shrubs, shadows, parked vehicles, and moving vehicles.	• In the classroom discuss and demonstrate eye contact. • Present various means of obtaining eye contact: 1. Move hands or feet. 2. Get into the line of sight of the driver. 3. Use sounds. 4. Wear bright colors (white, yellow, or orange in daylight; white at night). • Discuss types of vision obstructions (obstacles): walls, fences, shrubs, shadows, parked vehicles, and moving vehicles, for example. • Ask the pupils to tell about other obstructions they have experienced, the effects of these obstructions, and the steps they took to overcome the problems. • Take the pupils to the sidewalk adjacent to the school. • Pair off the pupils. • Explain that each one is to tell the other when an approaching driver is looking at them.	• Demonstrate eye contact with each other. ("Look each other in the eye.") • Selected pupils—Demonstrate various means of obtaining eye contact. • Demonstrate types of attention-getting movements. • Demonstrate getting into another's line of sight. • Demonstrate common sounds that will attract a driver's attention. • Identify bright colors that are present in the room.	• Take the child for a walk around the block. • Have the child identify those obstructions (obstacles) that affect his or her ability to see the eyes of approaching drivers. • Have the child point out parked vehicles that obstruct her or his view of approaching vehicles. • Have the child discuss how each obstruction should be dealt with. • If an obstruction is noted, have the child place the parent in the proper line of sight to make driver eye contact. • Praise the child for each correct response. For each incorrect response review the concept with the child, and have him or her try again at another location.

Making Eye Contact with Drivers (continued)

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
	• Explain that they are to agree on whether or not the driver is looking at them. • Explain that it is never safe to go into the street without first getting the attention of nearby drivers. • Praise the pupils for each correct response. Help pupils with problems they are having with any of the concepts.		

Lesson 16 Suggested time—30 minutes

Avoiding Darting Out into Streets

This lesson is designed to teach pupils not to dart into the street in between intersections or to dash into the street at an intersection.

Instruction

Lesson 16 requires approximately 30 minutes and is to be conducted in the classroom.

Show the film *Street Talk* or the film *Pedestrians: Watch Out*, both of which focus on the critical behaviors that cause pedestrians to be struck by vehicles. Both are available from AIMS Instructional Media, Inc., 626 Justin Ave., Glendale, CA 91201. Discuss with the pupils the essential steps in crossing a street safely, which are highlighted in the films. Explain to the pupils that they will be asked to recall these steps in class the following day. Repeat once more the steps a pedestrian should follow to cross the street safely. Remind the pupils that the purpose of this lesson is to prevent them from running out into the street.

To facilitate the pupils' learning, have them play Safety Tag Game No. 2 on the playground. (See page 7.)

Expected Outcome

Upon completing Lesson 16, the pupils will avoid darting into the street between intersections or dashing into the street at an intersection.

Parent Participation

The parent is to take the child to the sidwalk in front of their home and discuss with the child the concept of darting into the street. The parent should ask the child to explain what is meant by "darting out" and the correct procedure for crossing the street. Afterward, the child should demonstrate this procedure to the parent. The parent should praise the child for each correct response or behavior and should discuss with him or her any incorrect responses or behaviors.

Avoiding Darting Out into Streets

Lesson emphasis:

Teaching pupils not to dart into the street in between intersections or to dash into the street at an intersection

Suggested time:

30 minutes

Materials needed:

The film *Street Talk* or the film *Pedestrians: Watch Out,* film projector and screen, and directions for Safety Tag Game No. 2 (See page 7.) (The films are available from AIMS Instructional Media, Inc., 626 Justin Ave., Glendale, CA 91201.)

Expected outcome:

The pupils will avoid darting out into the street between intersections or dashing into the street at an intersection.

Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• Pedestrians should never run into the street. • In crossing a street, pedestrians should follow the sequence outlined below: 1. Stop at the edge of the street. 2. Look and listen in all directions for approaching traffic. 3. Do not cause vehicles to stop. 4. Cross only when no vehicles are approaching or only when approaching vehicles have stopped. 5. Walk quickly across the street—do not run. 6. Always remain alert for moving vehicles while crossing the street. 7. Go directly from one side of the street to the other.	• Show one of the films. • Introduce the film by discussing the critical behaviors to be covered in the film. • Explain to the pupils that they will be asked on the following day to recall the concepts related to darting into the street. • Explain the sequence that a pedestrian should follow in crossing the street safely. • Explain that the purpose of the lesson is to teach the pupils not to "dart out" (run into the street) and that as a result of their participating in the lesson, they are expected to avoid running into the street. • Have the pupils play Safety Tag Game No. 2. (See page 7.) • Praise the pupils for correct responses and behaviors, and discuss incorrect responses or behaviors with them.	• View one of the films. • On the day following the showing of the film and the related lessons, recall the concepts related to "darting out" (running into the street), and explain the procedure for crossing the street safely. • As a result of the film and accompanying lesson, explain the reasons for not running into the street. • Participate in Safety Tag Game No. 2.	• Discuss with the child the concept of "darting out." • Ask the child what is meant by the term "dart out." • Take the child to the edge of the street, and demonstrate each of the steps in the crossing sequence. • Ask the child to explain the correct procedure for crossing the street. • Praise the child for correct responses. Discuss any incorrect responses, and then repeat the activity.

Lesson 17 Suggested time—30 minutes

Following the Safest Route to and from School

This lesson is designed to teach the pupils to follow the safest route from home to school and vice versa. The term "safest route" is defined as the route that offers the pupil the greatest protection from vehicles and other potential hazards. The process outlined below for selecting the safest route is designed to ensure that each child will be able to avoid conflict situations that are beyond his or her capabilities. It is strongly recommended that parents escort their children to and from school until the children have demonstrated mastery of the concepts and behaviors addressed in the previous lessons.

Instruction

Lesson 17 requires approximately 30 minutes and is to be conducted at the school.

Arrange a meeting to be attended by both the parents and their children. Present to the parents maps of the community. Show a transparency of the map that includes the locations of traffic signals and signs, crosswalks, and so forth. Ask the parents to mark on their maps with a colored pencil the location of their home and the location of the school. Then ask the parents to mark the safest route for their children to follow to and from school. Distribute also forms on which the parent can indicate later that he or she has walked the marked route with the child.

When all the parents have finished marking their maps, take them and their children to the sidewalk adjacent to the school. Review with the parents and children the procedures for using sidewalks and crosswalks. Finally, have the parents walk the children home, following the "safest route" marked on their maps. (Some parents may have to walk the route at a more convenient time.) Instruct the parents to point out during the walk the safest areas in which to walk and to mark these areas on the maps. They should mark the locations of traffic and pedestrian signals, STOP signs, crossing guards, crosswalks, and so forth.

Consider taking the children on a short field trip to observe the kinds of unexpected things that can happen along streets, at intersections, and the like.

Expected Outcome

Upon completing Lesson 17, the pupils will know and follow the safest route to walk to and from school.

Parent Participation

The parent is to attend the session described above and then (or later) walk with the child the route the parent marked on his or her map. As soon as possible after these activities, the parent should return to the school the signed form indicating that he or she has walked the route with the child. (The school office should keep these forms on file for future reference.)

Following the Safest Route to and from School

Lesson emphasis:

Teaching the pupils to follow the safest route to and from school

Suggested time:

30 minutes

Materials needed:

Map of the community, map transparency, grease pencil, overhead projector, colored pencils, and forms on which parents can indicate that they have walked the marked route with their children

Expected outcome:

The pupils will know and follow the safest route to and from school as determined in cooperation with the parent.

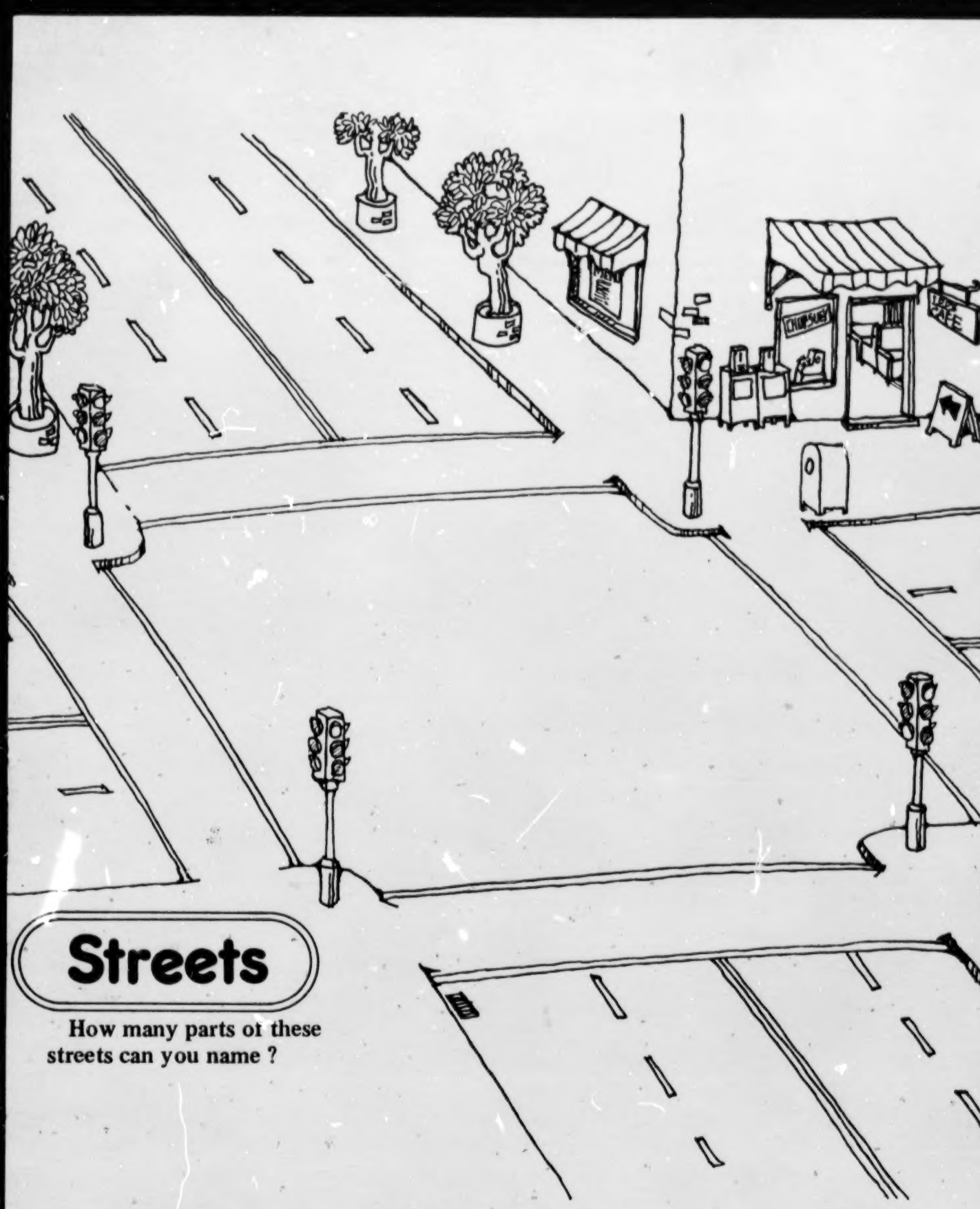
Concept	*Activities*		
	Teacher	*Pupils*	*Parent*
• For each child there is a "safest" route to and from school. • The routes with the greatest number of traffic and pedestrian signals, traffic signs, crossing guards, and crosswalks are generally the safest.	• In the classroom discuss the various types of traffic controls. • Using a transparency of a map of the community, illustrate the symbols for traffic controls. • Provide a list of potential hazards in the area. • Discuss how the hazards listed could prove harmful to pedestrians. • Explain that hazardous locations should be avoided and alternative routes selected and used. • Show a transparency of a map of the community with traffic signals and signs, crosswalks, and the like marked. • Give each parent a copy of the community map, and ask the parent (and child) to mark in colored pencil the safest route to and from school. • On the sidewalk adjacent to the school, review with the parents and children the procedures for using sidewalks and crosswalks.	• In the classroom demonstrate recognition of the traffic controls presented by the teacher. • Recognize and point to the symbols for traffic controls on the map. • On a walk of the safest route with the parent, point out traffic control devices. Identify potentially hazardous locations along the route, and note their locations on the map.	• With the child trace on the map the safest route to and from school. • Take the child for a walk along the safest route to and from school. • Have the child point out the traffic control devices along the route. • Have the child indicate on the map features of the safest route to and from school. • Have the child point out any potential hazards along the route. • Praise the child for correct responses and behaviors. If the child fails to recognize a potential hazard or problem, discuss the hazard or problem, and give the child another opportunity to confront the hazard or problem.

Following the Safest Route to and from School (continued)

Concept	Activities		
	Teacher	Pupils	Parent
	• Ask the parent to walk the marked route with the child and to locate and mark on the map the various traffic controls, crossings, physical hazards, and so on. • Explain that after walking the route with the child, the parent should see that the form so indicating is signed and returned to the school.		

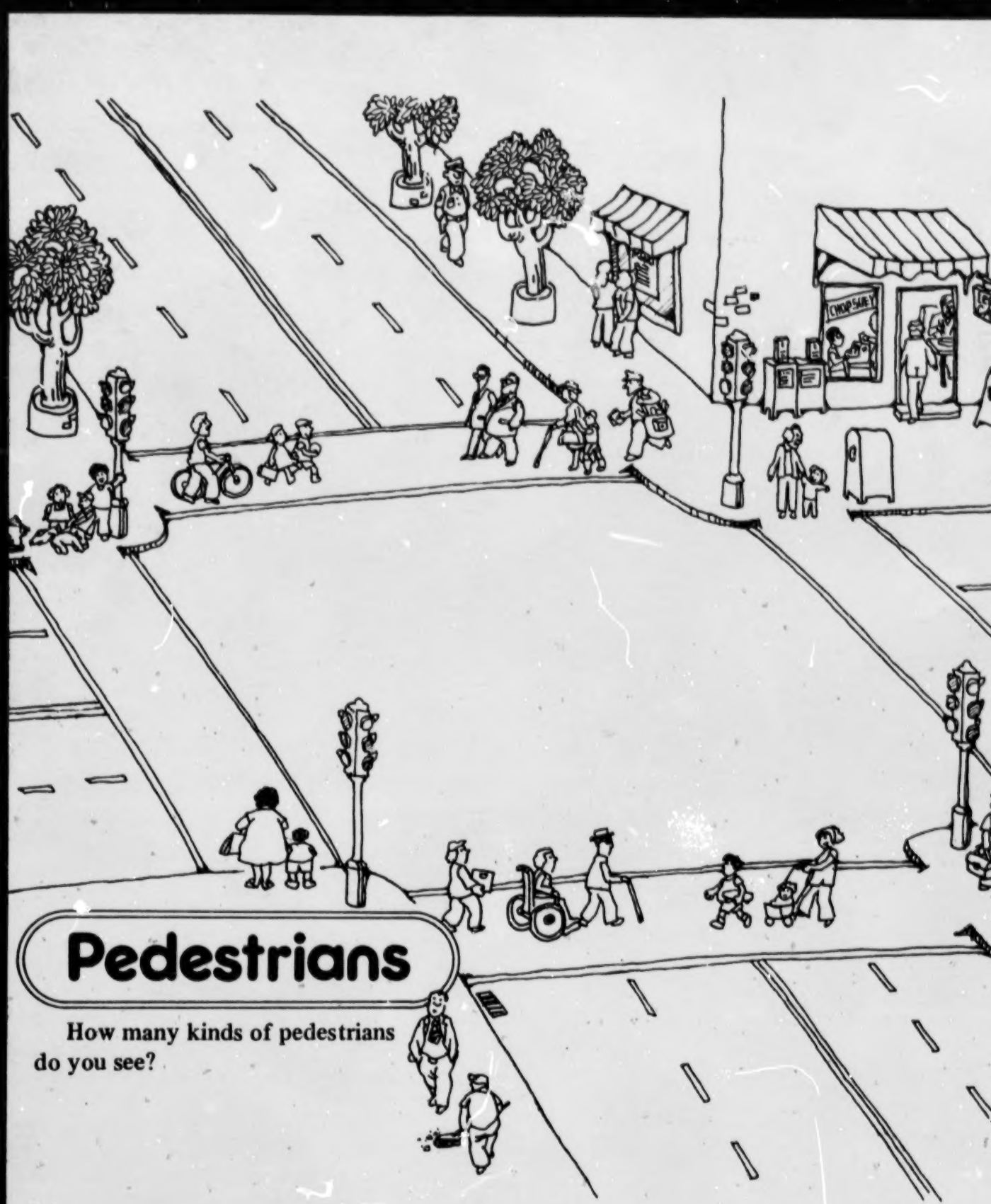
Appendix A
Illustrations

The 18 illustrations included in Appendix A are provided for use in making transparencies for classroom use and reproductions for children to color either in class or at home.



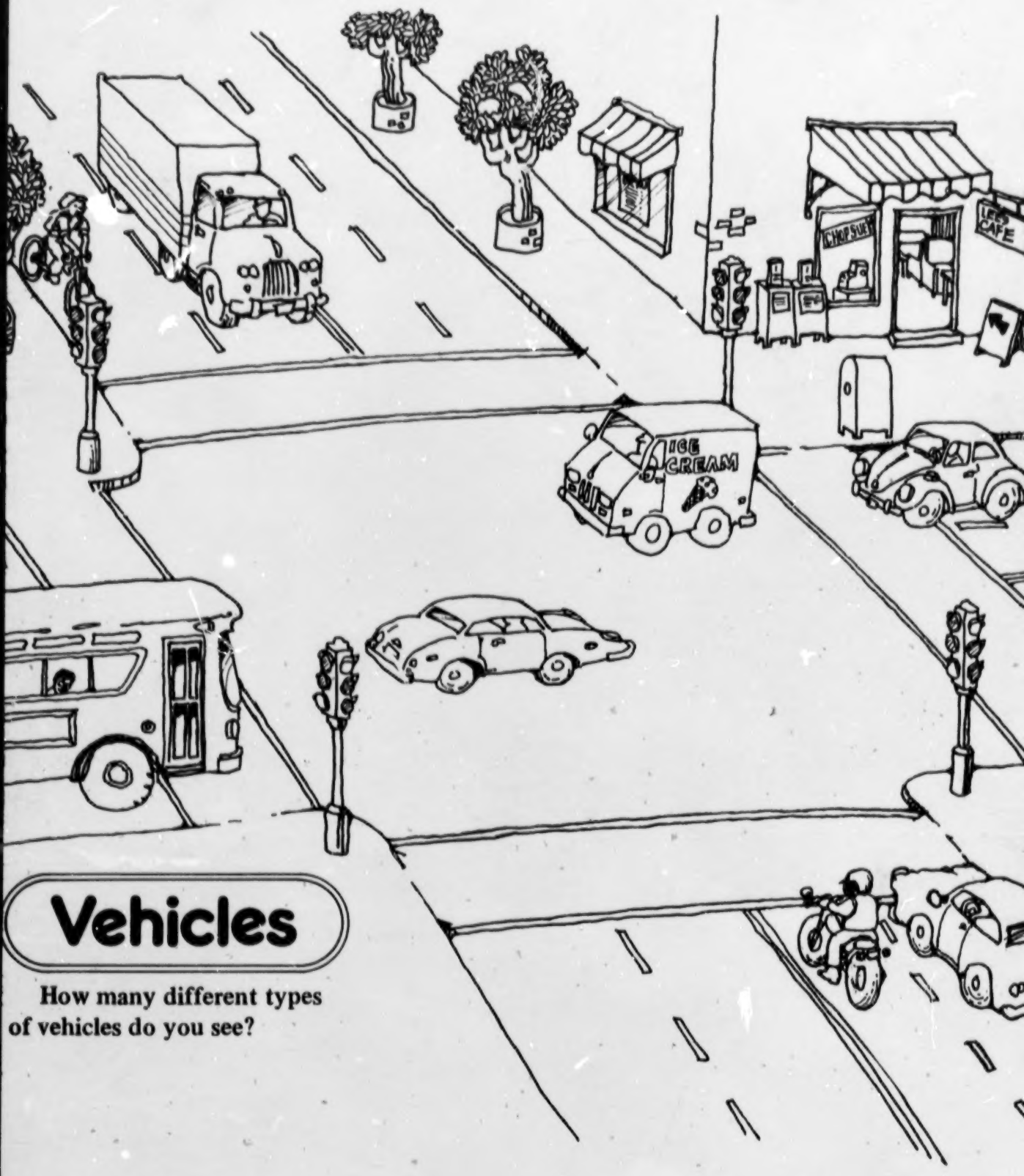
Streets

How many parts of these streets can you name ?



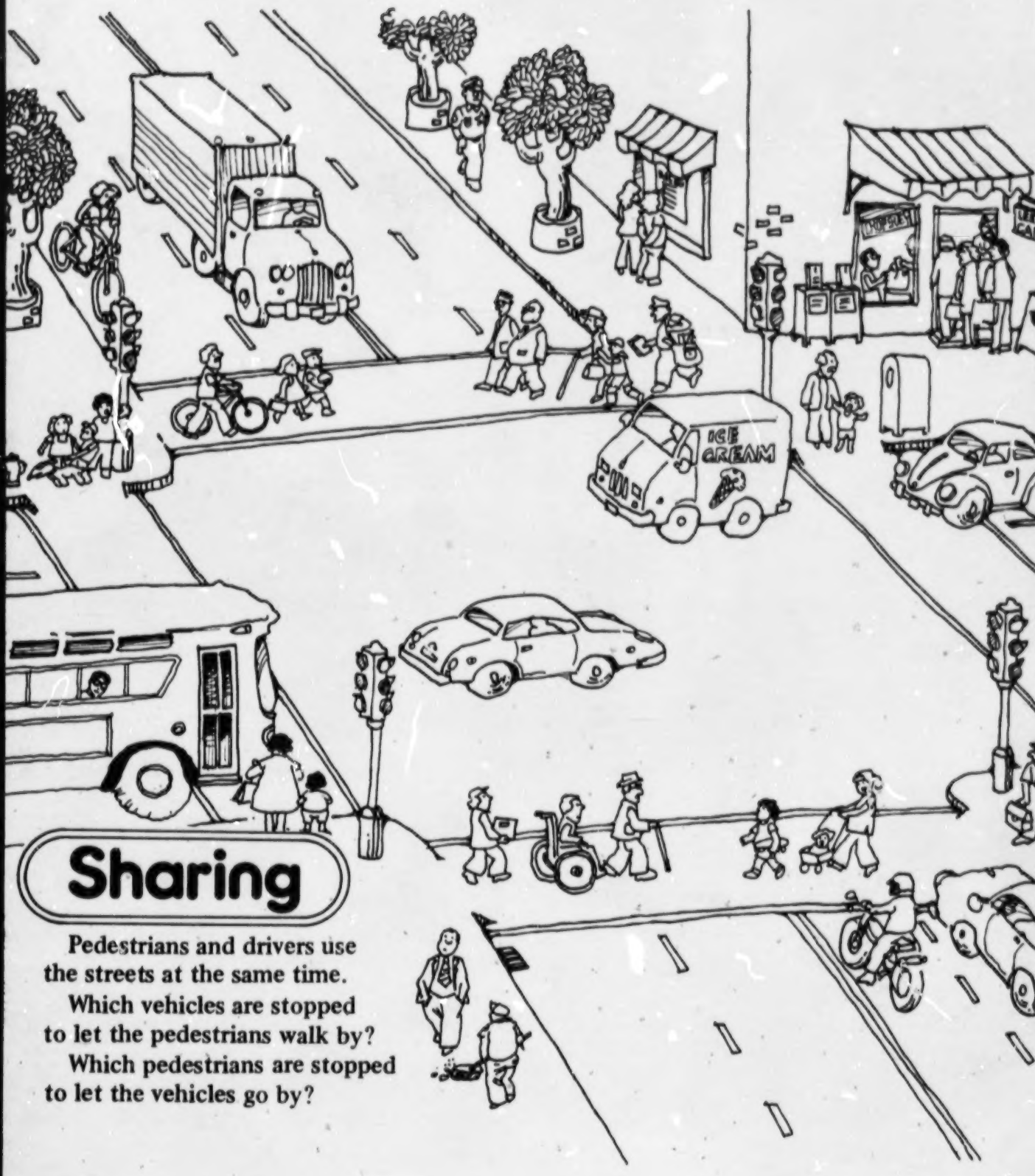
Pedestrians

How many kinds of pedestrians do you see?



Vehicles

How many different types of vehicles do you see?



Sharing

Pedestrians and drivers use the streets at the same time.

Which vehicles are stopped to let the pedestrians walk by?

Which pedestrians are stopped to let the vehicles go by?

Stop

Always stop near the edge of a street before crossing.

Look

Look for vehicles before you cross a street.

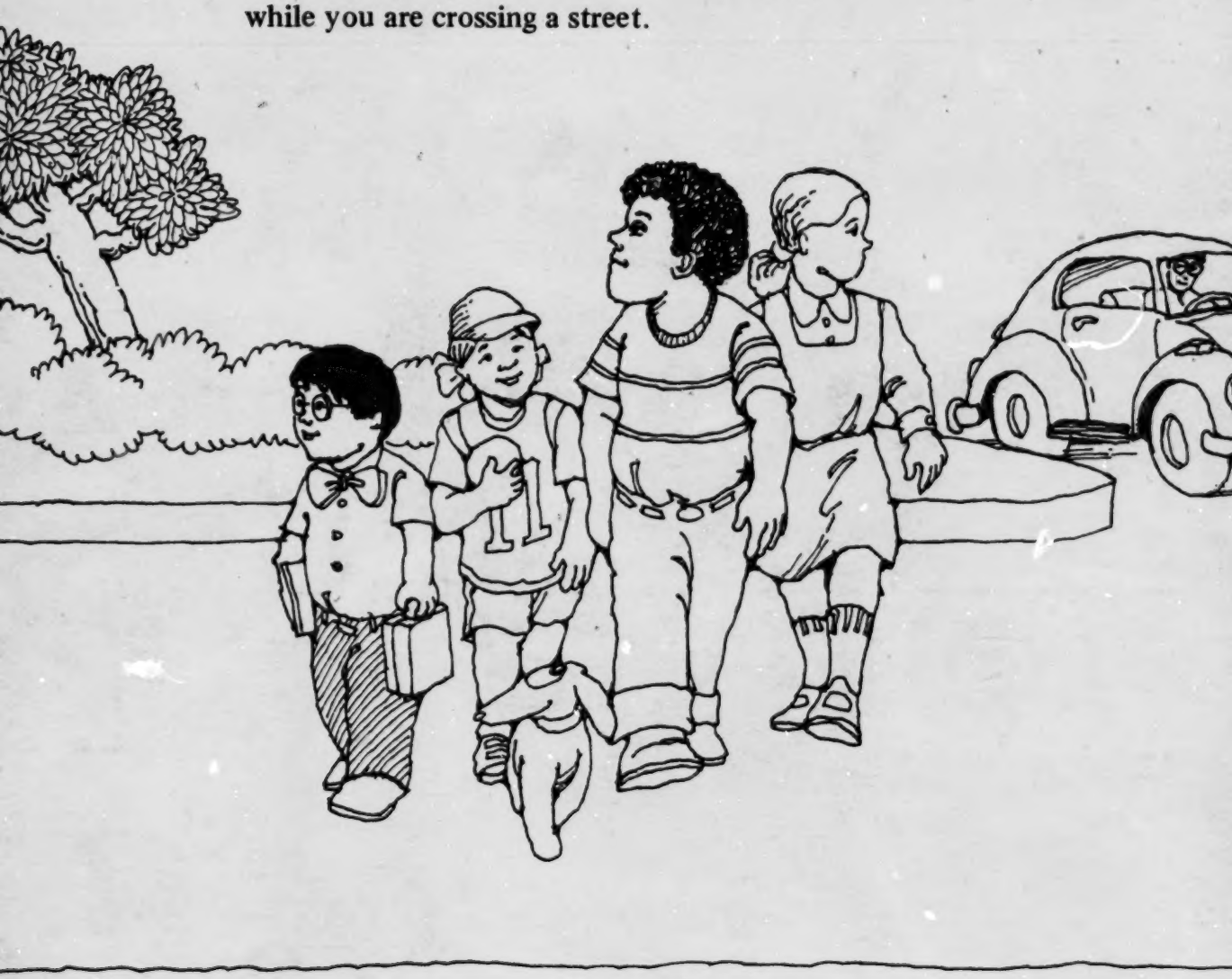
Listen
Listen for vehicles before you cross a street.
ICE CREAM

Cross

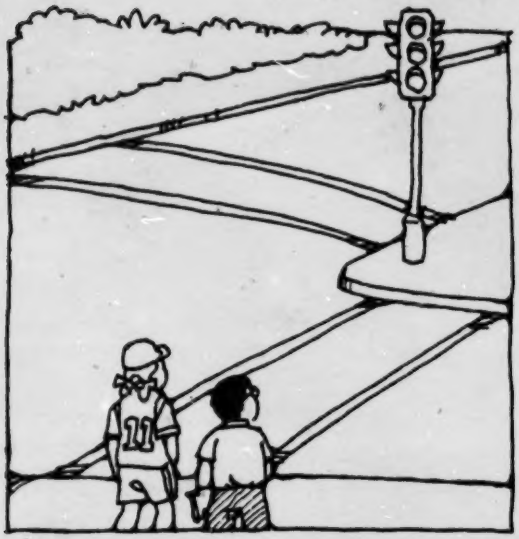
When no vehicles are coming, walk quickly across the street. Do not run.

Cross

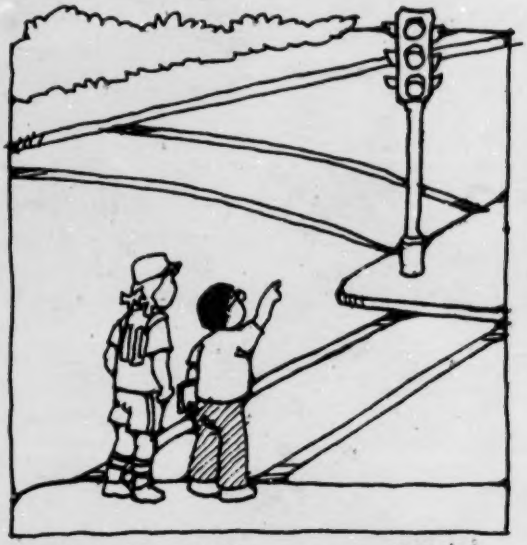
Keep looking and listening
while you are crossing a street.



Traffic Signals

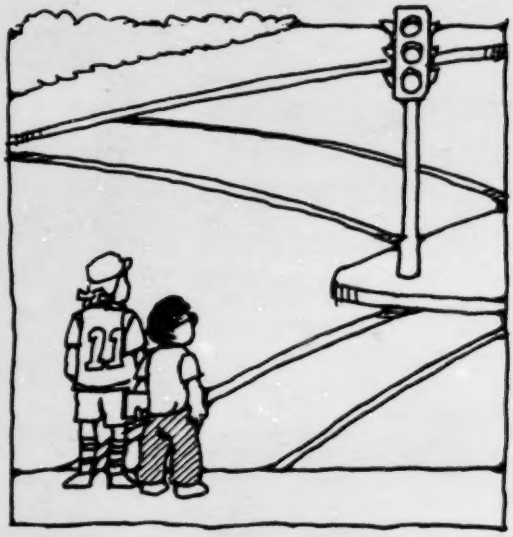


1.Always stop at the corner.

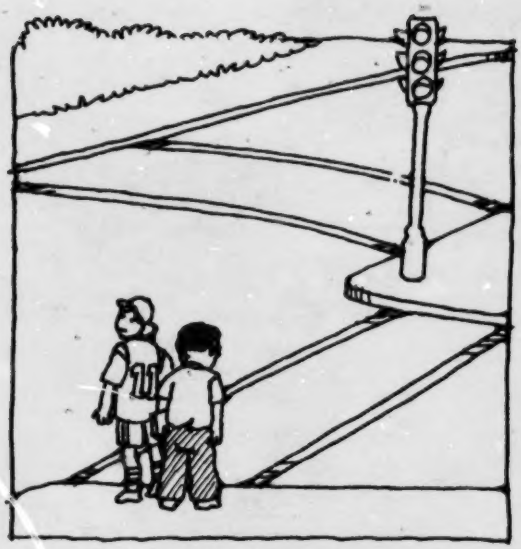


2. Wait for the "new green" light.

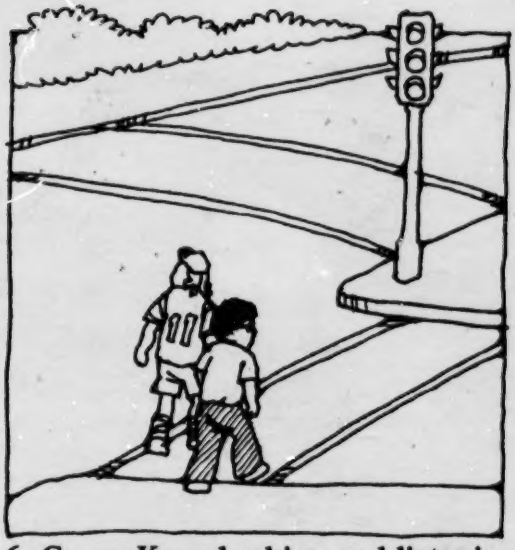
3. Wait on the sidewalk.



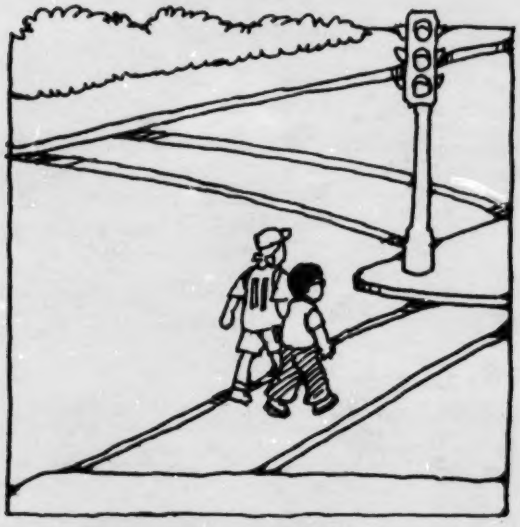
4. Do not step into the street yet.



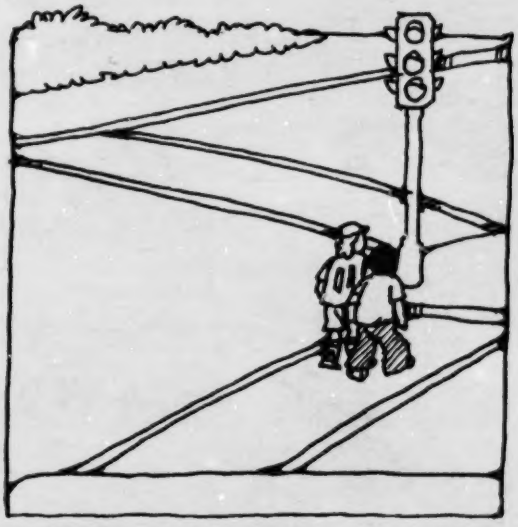
5. Look and listen in all directions.



6. Cross. Keep looking and listening.

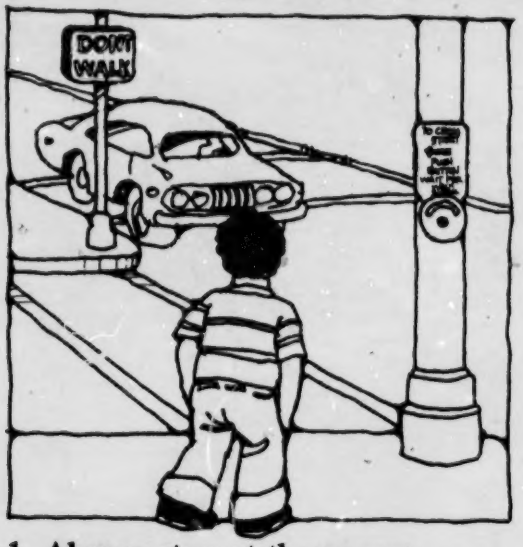


7. Walk in the crosswalk; do not run.

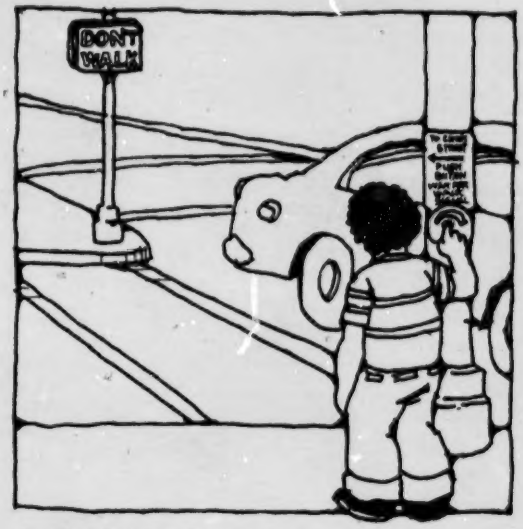


8. Walk quickly to the other side.

Pedestrian Signals

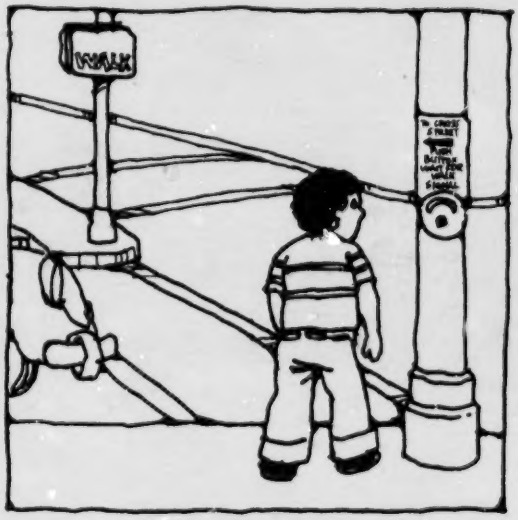


1. Always stop at the corner.

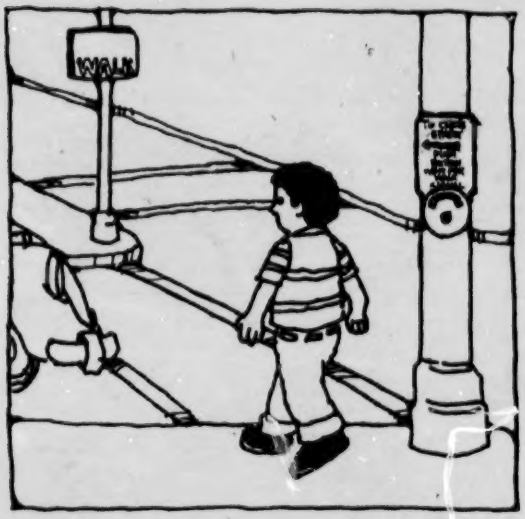


2. Push the button.

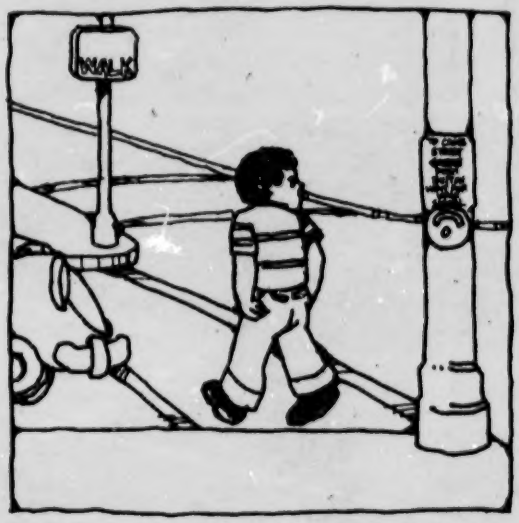
3. Wait for the WALK signal.



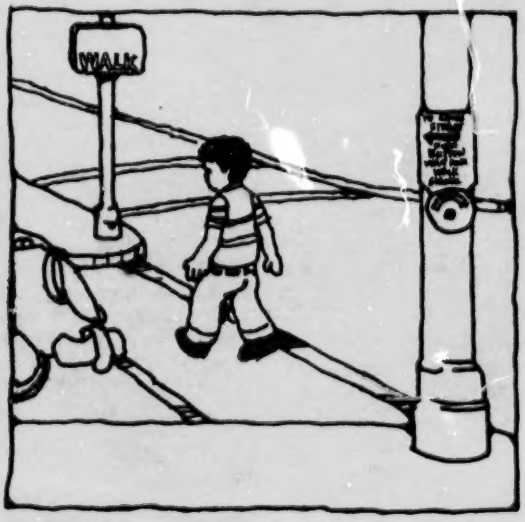
4. Do not step into the street yet.



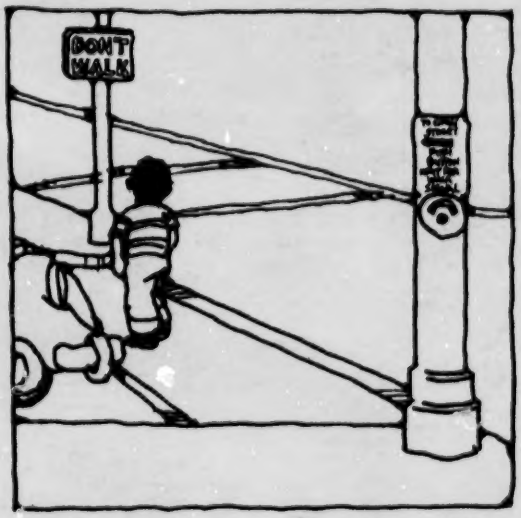
5. Look and listen in all directions.



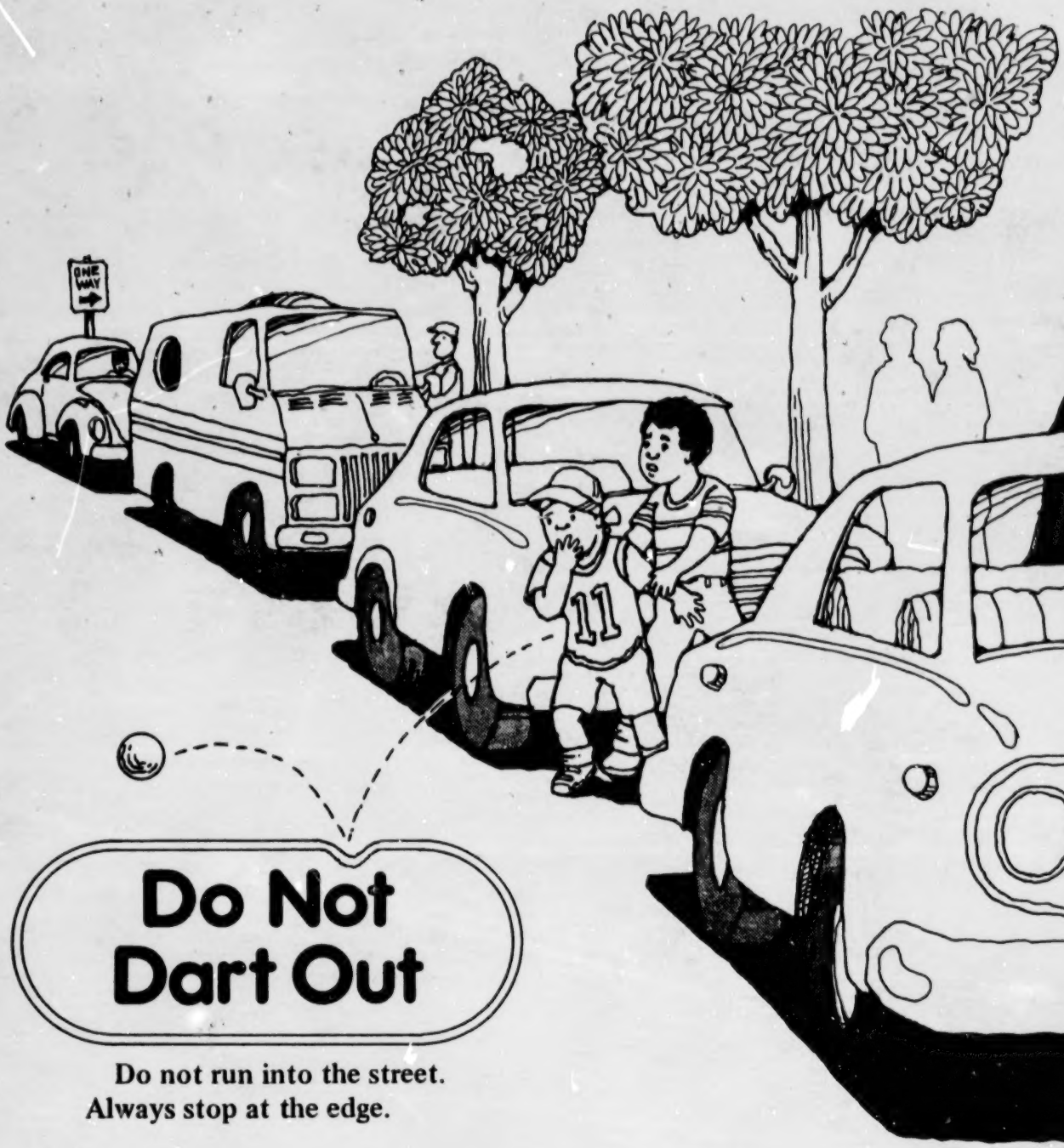
6. Cross. Keep looking and listening.



7. Walk in the crosswalk; do not run.



8. Keep walking to the other side.



Do Not Dart Out

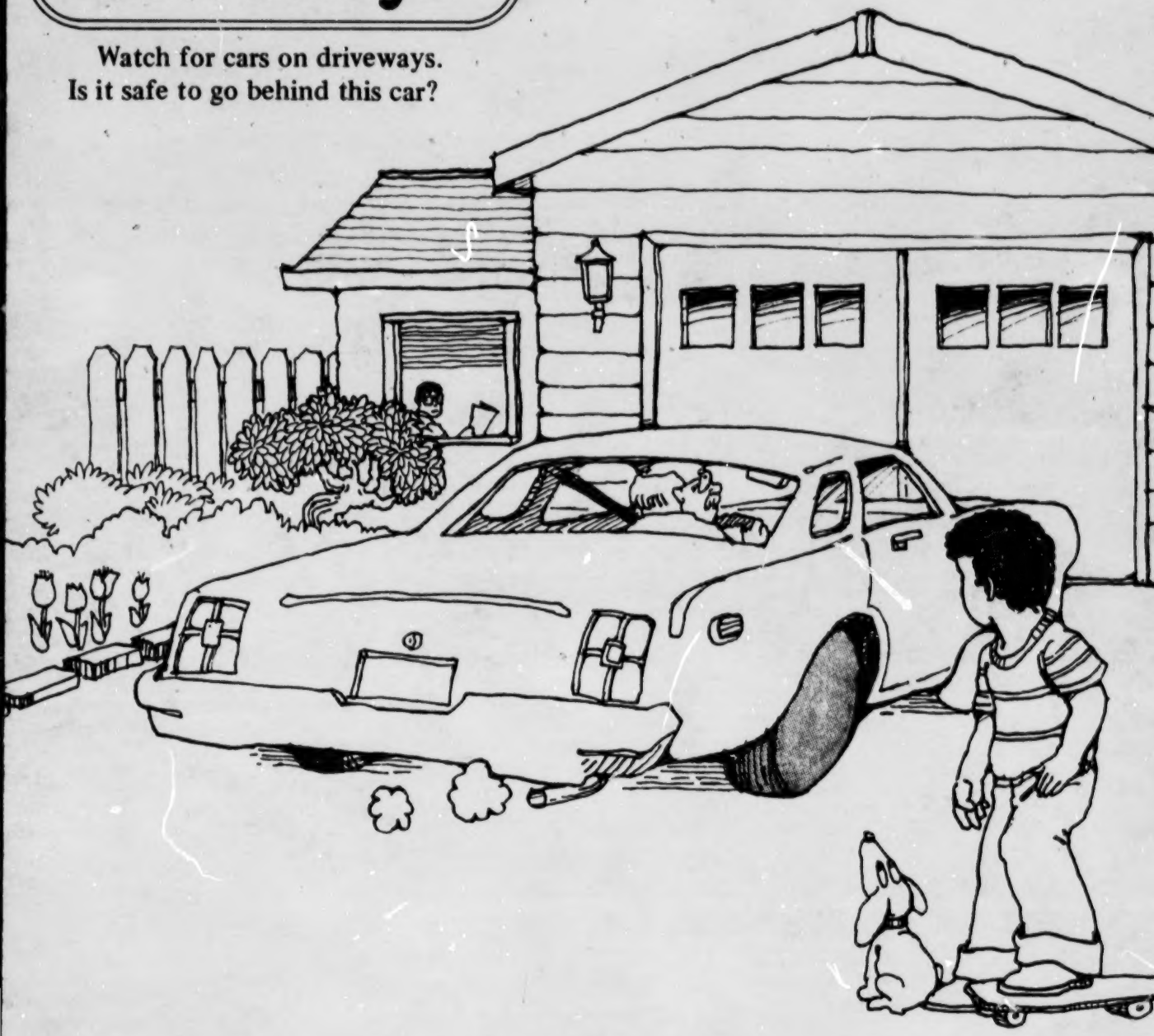
Do not run into the street.
Always stop at the edge.

Take a Peek

Make sure you can see when cars are coming.

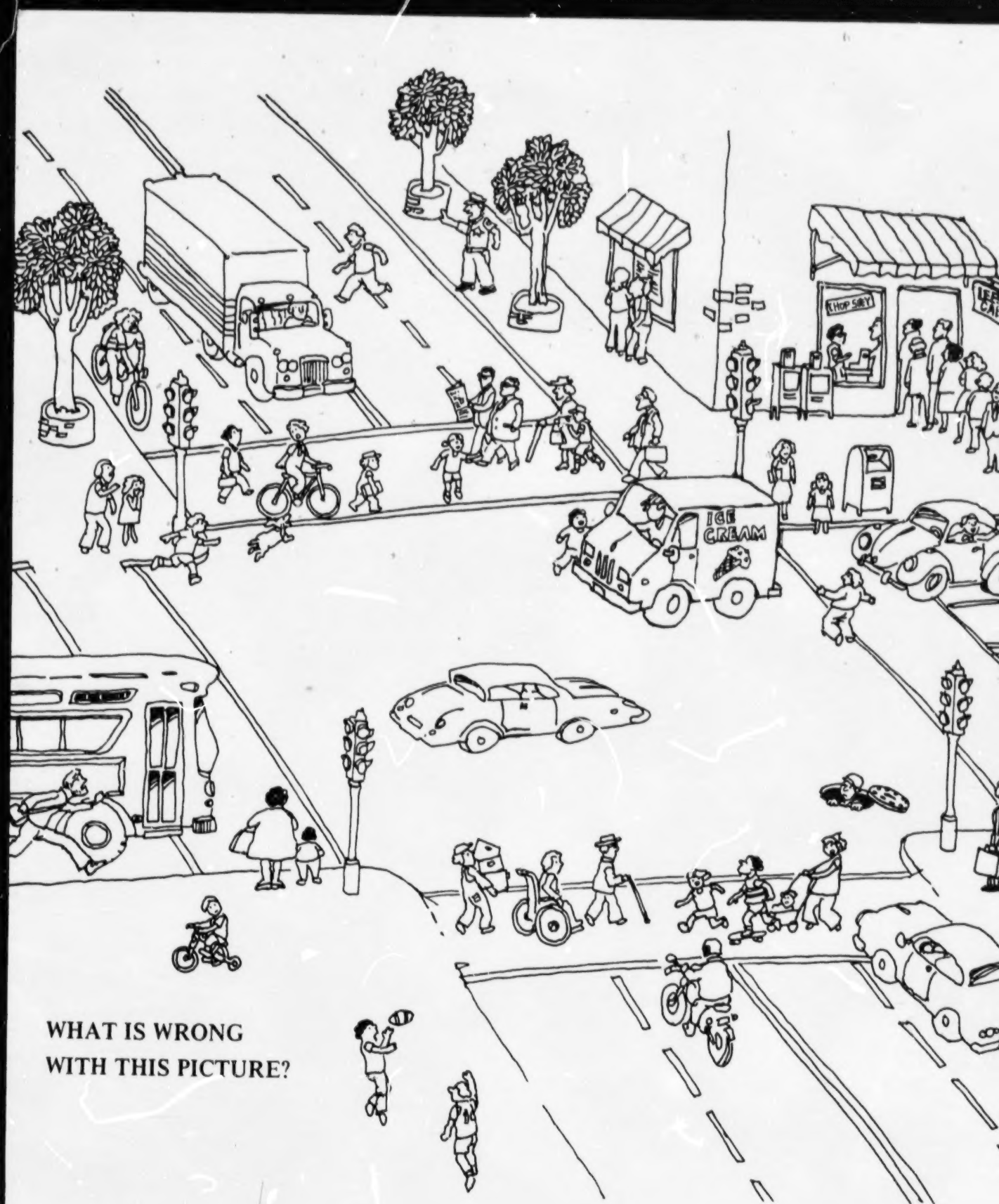
Driveways

Watch for cars on driveways.
Is it safe to go behind this car?



Strangers

Do not take rides from strangers.



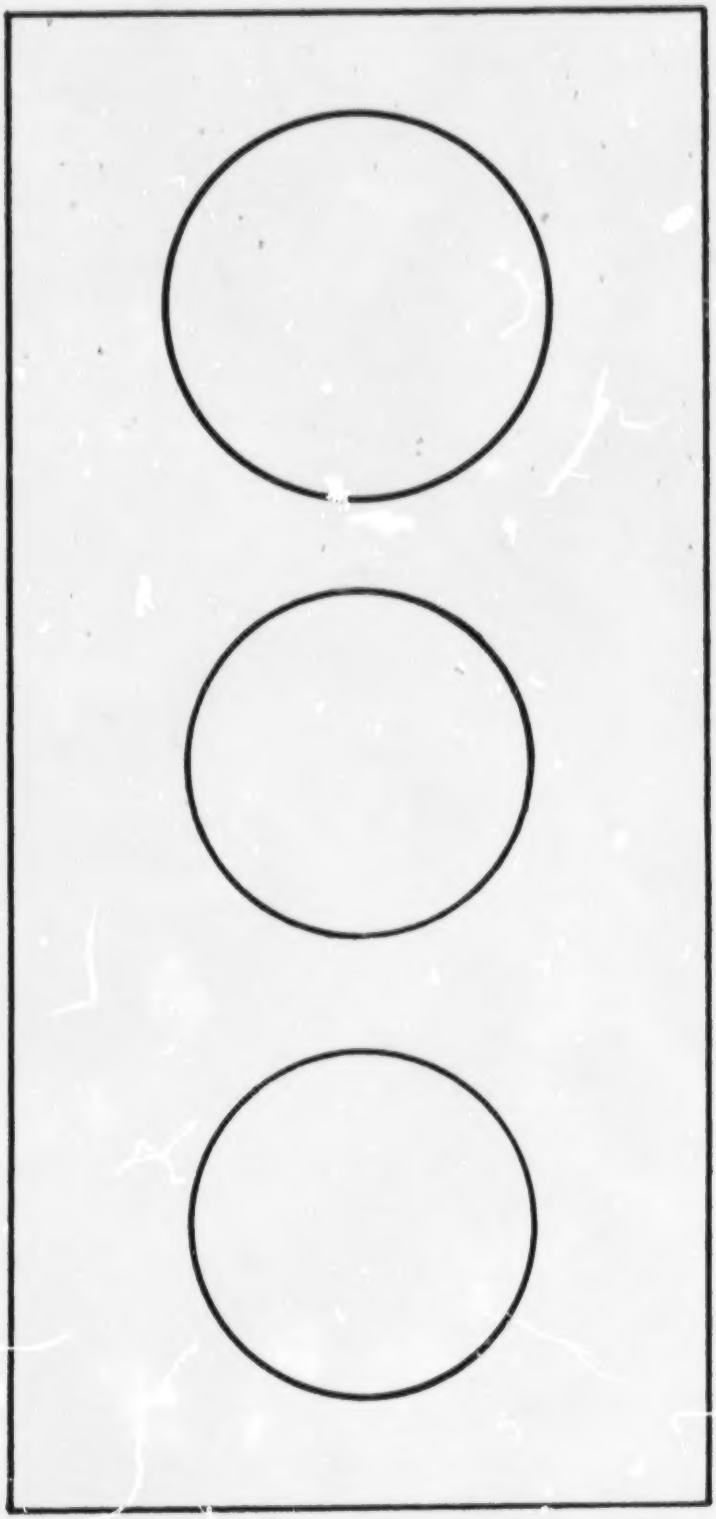
WHAT IS WRONG
WITH THIS PICTURE?

Appendix B

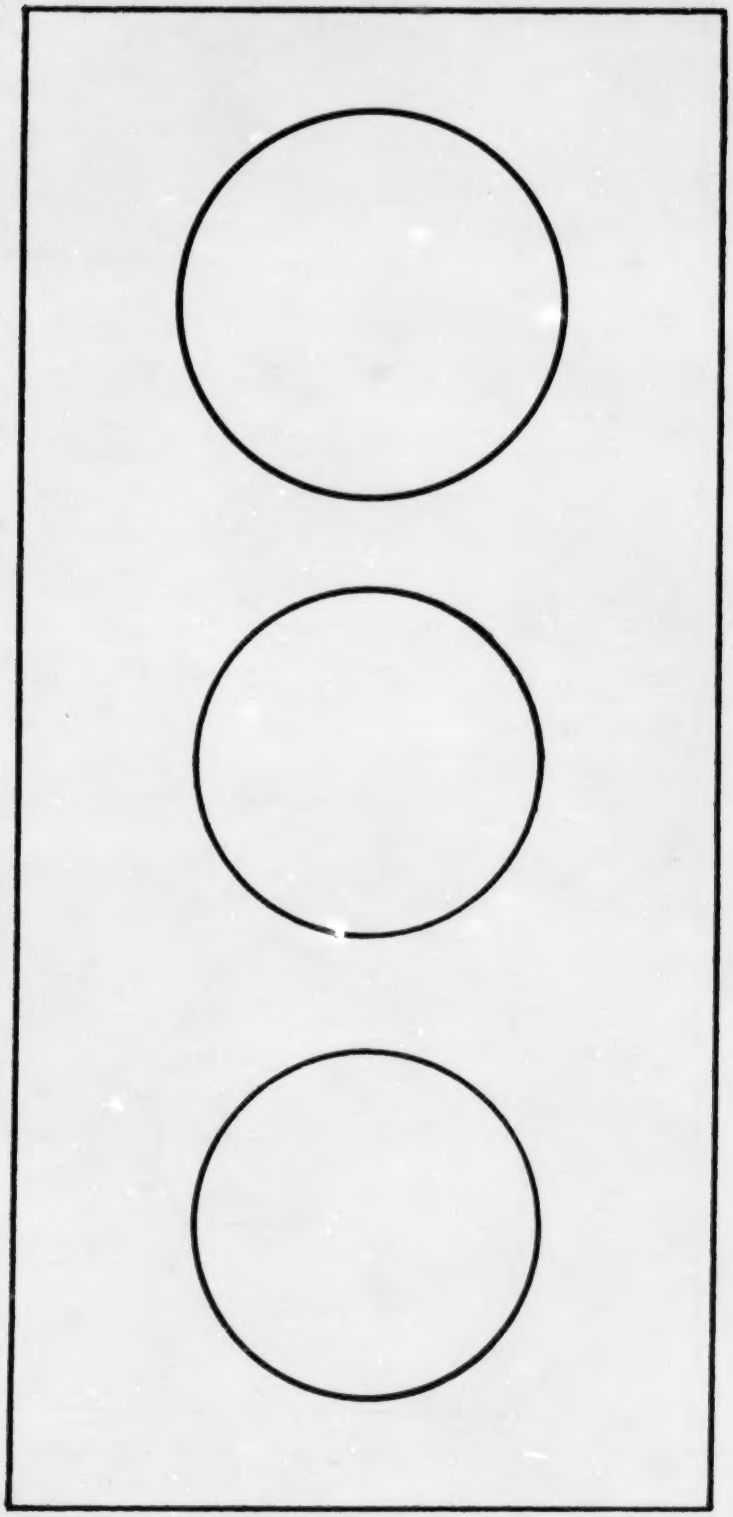
Traffic Signal Cards

The materials in Appendix B are provided for use in making the traffic and pedestrian signal cards required in Lesson 11.

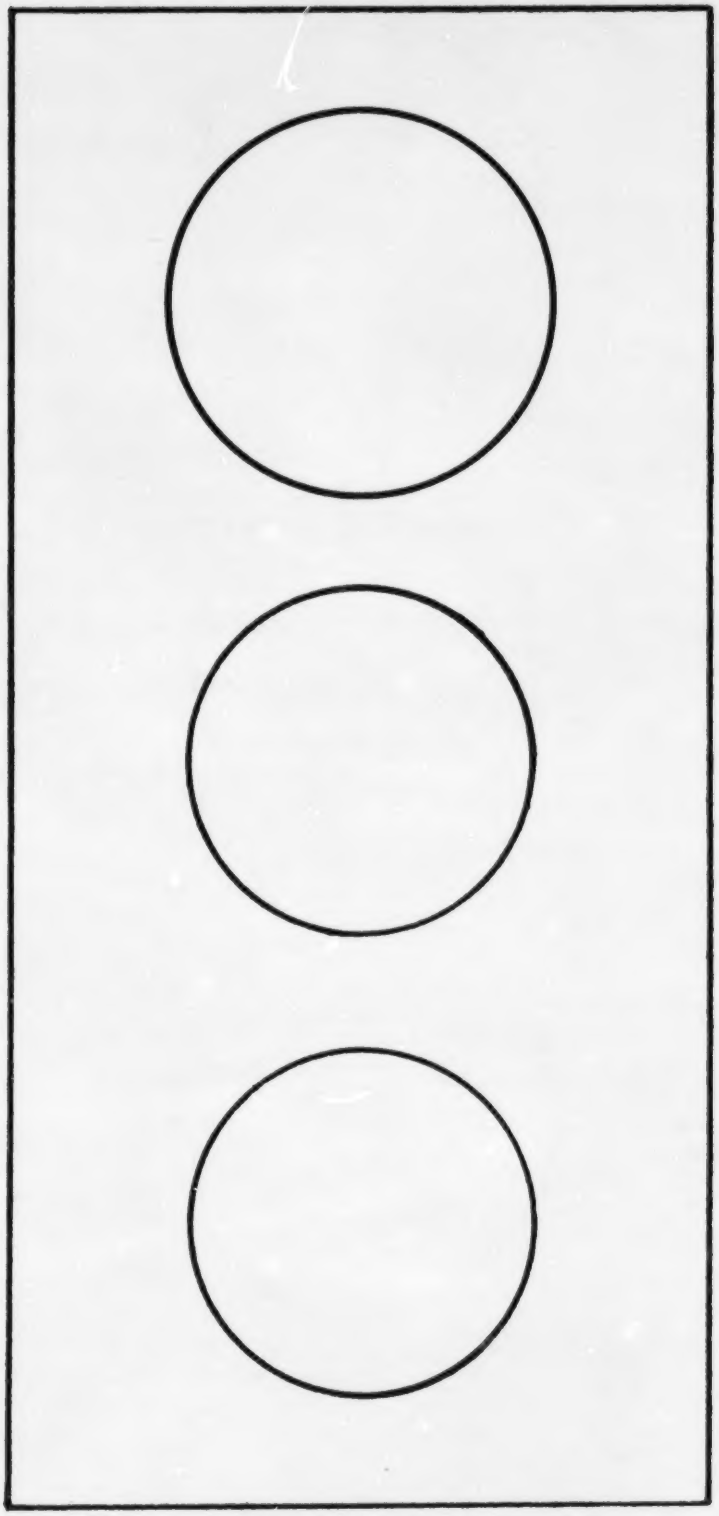
Traffic Signal
(Top)



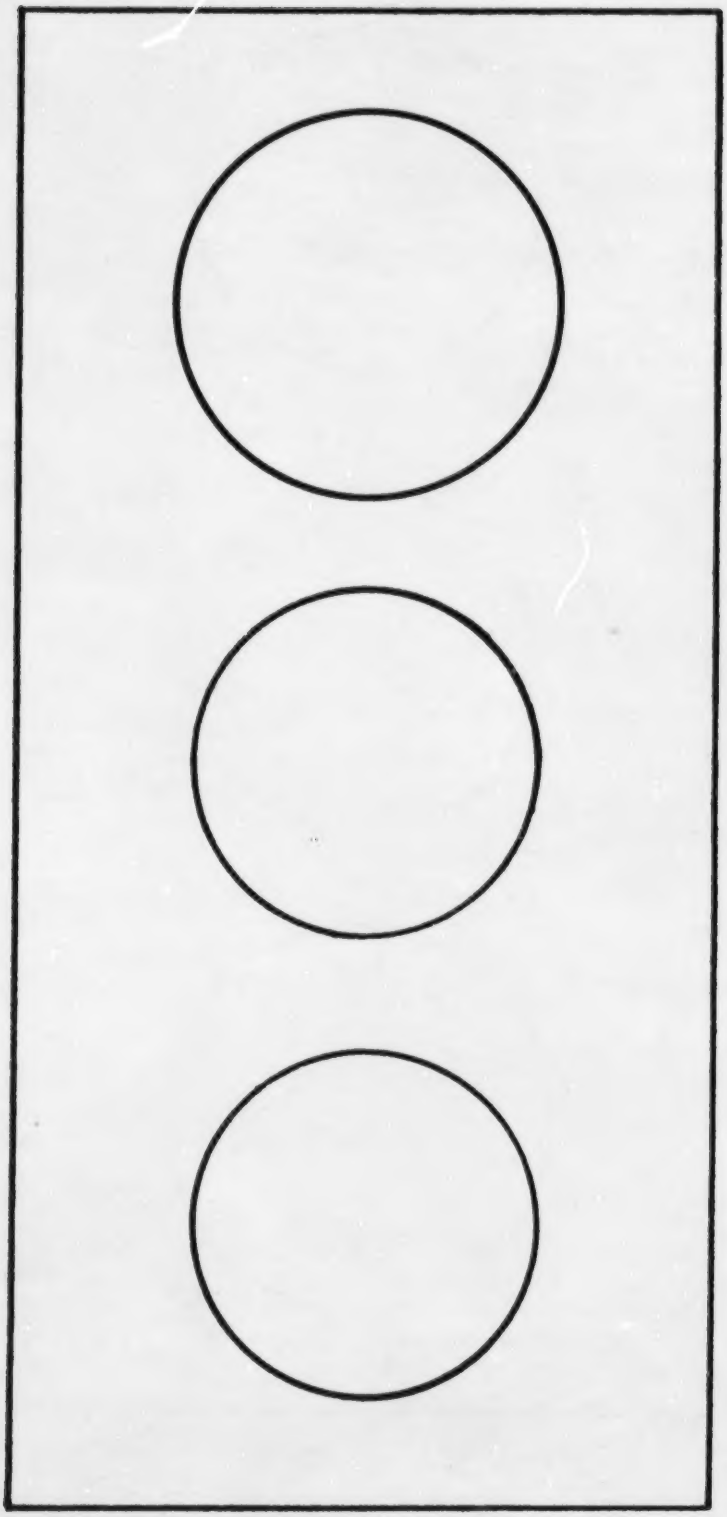
Traffic Signal
(Top)



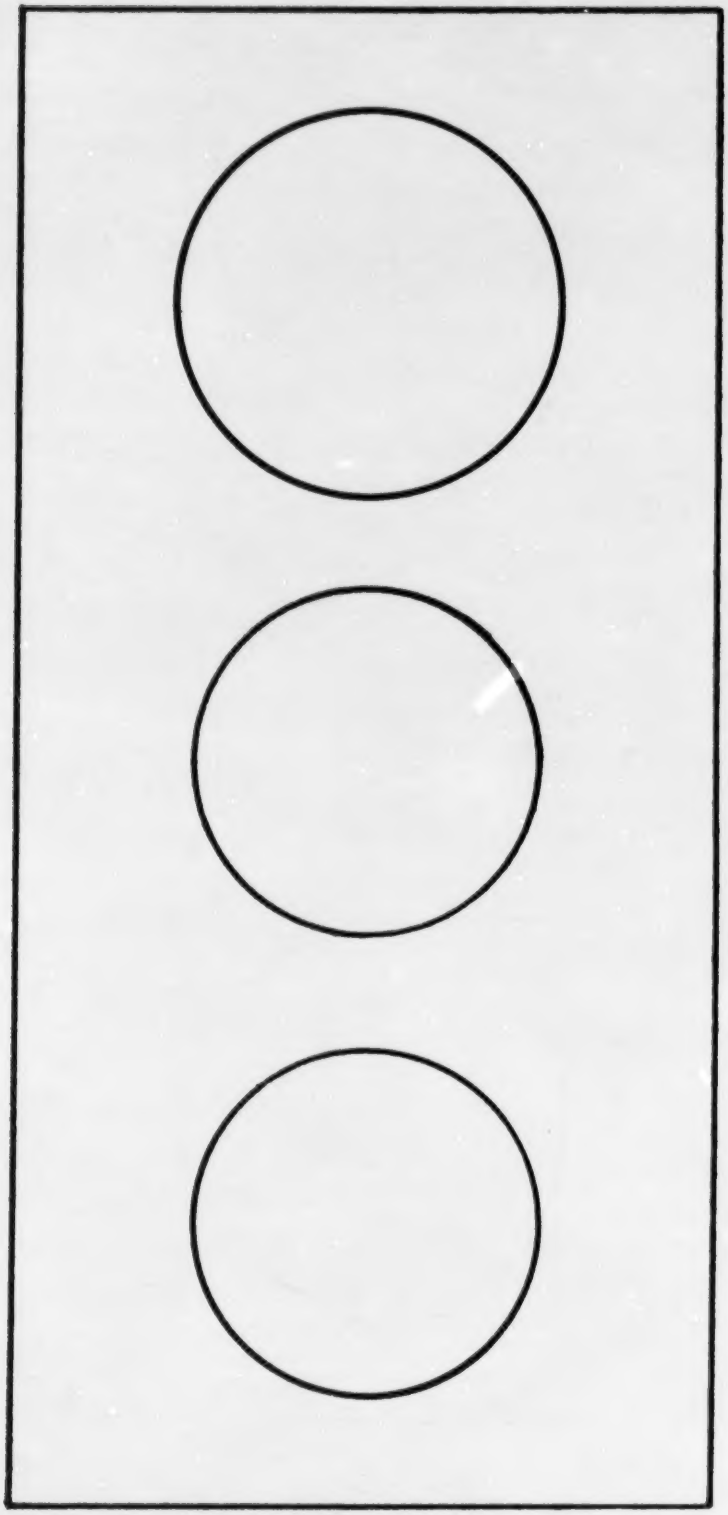
Traffic Signal
(Top)



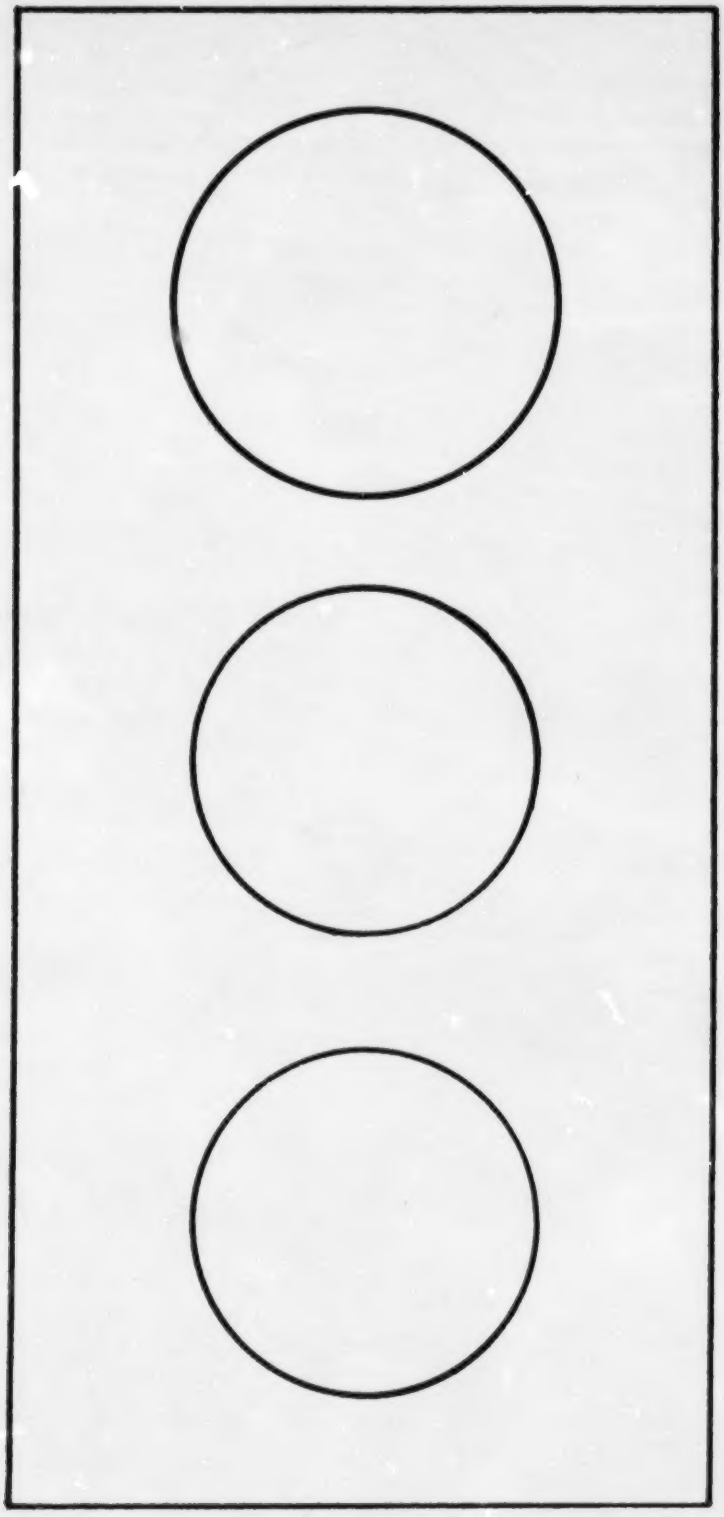
Traffic Signal
(Top)



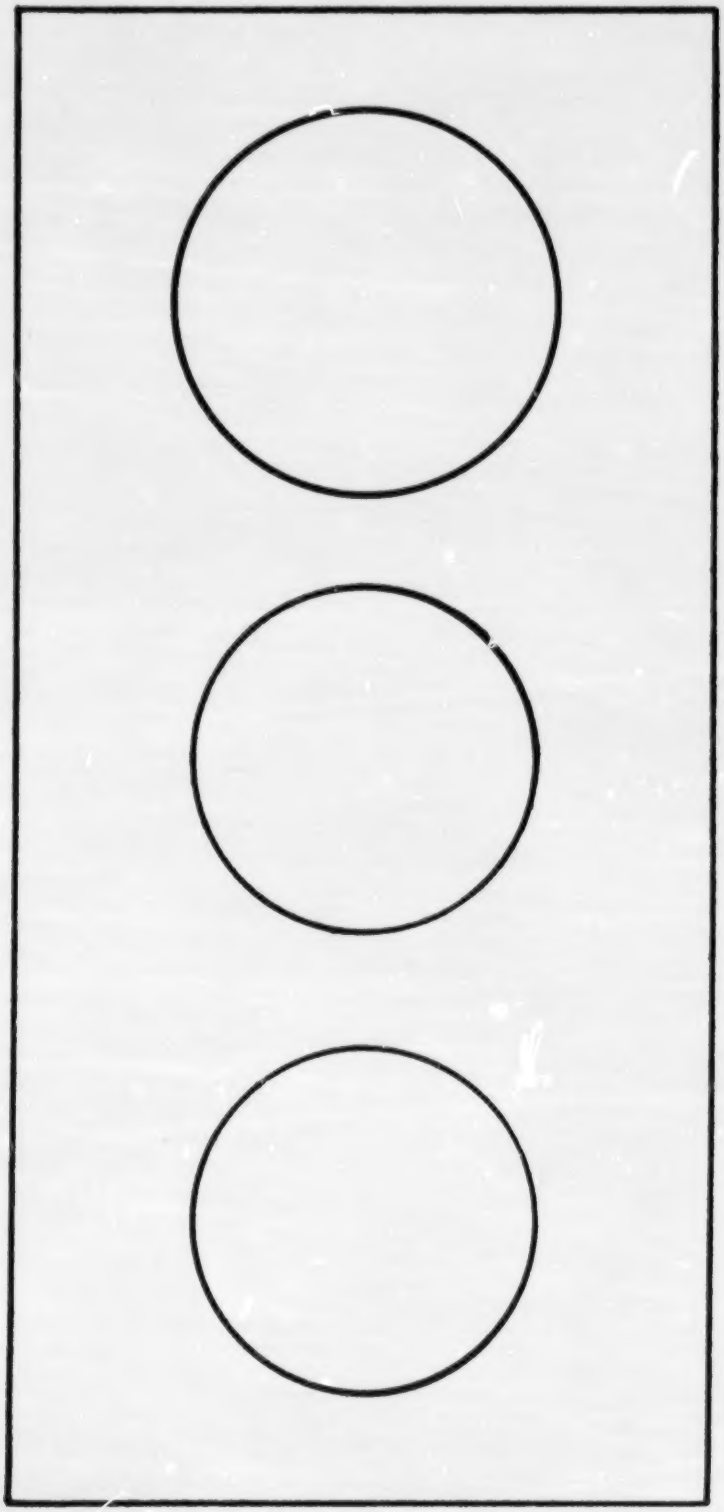
Traffic Signal
(Top)



Traffic Signal
(Top)



Traffic Signal
(Top)



Traffic Signal
(Top)

DONT
WALK

WALK

DONT
WALK

76

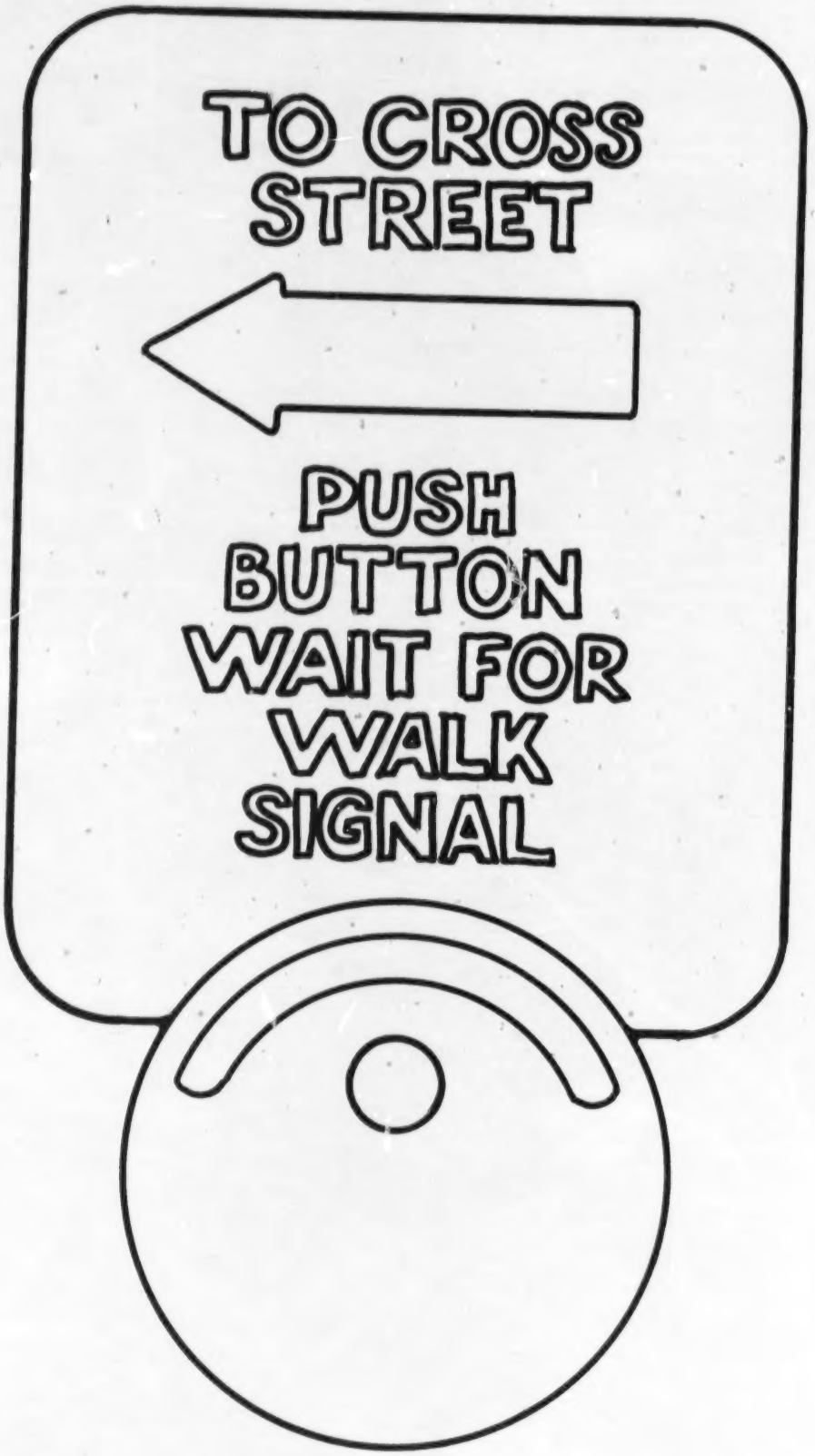
WALK

DONT
WALK

WALK

DONT
WALK

WALK


TO CROSS
STREET
PUSH
BUTTON
WAIT FOR
WALK
SIGNAL

Other Publications Available from the Department of Education

California Guide for Pedestrian Safety Education, Volume III, *Lesson Plans* is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$ 1.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Bicycle Rules of the Road in California (1977)	1.50
California Guide for Pedestrian Safety Education, Volume I, Teacher's and Administrator's Guide (1980)	1.65
California Guide for Pedestrian Safety Education, Volume II, Parent's Guide (1980)	1.35
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
California Master Plan for Special Education (1974)	1.00†
California Private School Directory (1979)	5.00
California Public School Directory (1980)	11.00
California Public Schools Selected Statistics, 1977-78 (1979)	1.00
California School Accounting Manual (1978)	1.65
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
Child Care and Development Services: Report of the Commission to Formulate a State Plan (1978)	2.50
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Evaluation Report of Consolidated Application Programs (1979)	2.25
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guidance Services in Adult Education (1979)	2.25
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1980)	1.50*
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Improving the Human Environment of Schools (1979)	2.50
Liability Insurance in California Public Schools (1978)	2.00
A New Era in Special Education: California's Master Plan in Action (1980)	2.00
Parents Can Be Partners (1978)	1.35†
Pedestrian Rules of the Road in California (1975)	1.50
Pedestrian Rules for the Road in California–Primary Edition (1980)	1.50
Physical Education for Children, Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
Student Achievement in California Schools (1979)	1.25
Students' Rights and Responsibilities Handbook (1978)	1.50†
Taking Risks: Volume I, Elementary (1979)	2.00
Taking Risks: Volume II, Secondary (1979)	2.00
Teaching About Sexually Transmitted Diseases (1979)	1.65
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

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